

Anger over 8 per cent pay offer

by Ngao Crequer and David Jobbins

University technicians, recommended to accept an 8 per cent pay offer, went to re-open the talks. They claim the university negotiators gave them "fraudulent" information.

An urgent meeting is to be called this week between members of the Association of Scientific, Technical and Managerial Staffs and the Universities Committee on Non-Teaching Staff to try to clear the air.

The technicians are furious because they say they recommended acceptance of the 8 per cent offer because the universities insisted and heaped up their claim that they could only afford 7.5 per cent.

While members were being consulted about the offer they heard that the Association of University Teachers had been offered a 10 per cent rise, plus another 6 per cent next April.

Mr Ruesell Miller, ASTMS national officer said: "We were given figures that showed the ability of the universities to pay only 7.5 per cent. We were told they could not offer more than that to any employees."

"We began to ballot our members. Three days later we learned they had offered a much bigger increase to academic staff. The members were balloted on fraudulent information. We want an explanation. We want to know whether there is more money available and whether we can have any of it," he said.

Mr Jack Butterworth, chairman of the UCNS, was unavailable for comment. This week lodged a 10 per cent interim pay claim following the announcement by the Clegg commission that it will not produce an early report as a basis for negotiations.

They were expecting the same answer given in the Burnham Committee to teachers' leaders that the management side wanted more time to evaluate the financial implications and that a meeting would be fixed for later this month to consider the claim.

The demand was for back-dating to January 1, in line with the commitment of the Burnham Committee to make phased awards then and again on September 1 in accordance with the outcome of the comparability exercise.

There is a general expectation that increases will be added to February salaries. It is hoped that the Clegg Commission will now report to the Prime Minister, Mrs Margaret Thatcher, by the end of March, and that publication will follow early in April.

Reference to Clegg was part of a settlement of the 1979 claim. Lecturers were awarded 9.3 per cent, with 16 a month on account of the commission's recommendations.

Sir Keith pledges 'speed and sobriety' on Finniston

by Robin McKie
Science Correspondent

The Government is to decide this summer on how it will implement the main recommendations of the Finniston report. Industry Secretary Sir Keith Joseph pledged this week.

Sir Keith was speaking at the launch of the report of Sir Mervyn Finniston's committee of inquiry into Britain's manufacturing industry and he promised the Government would set with "sobriety and speed" over the principles recommended. He would be asking for comments on the committee's proposals by April, and hoped decisions on the main recommendations would be made by summer.

This was "an ambitious but achievable timetable", Sir Keith said, adding that the more detailed parts of the report would be considered at a slightly slower rate.

The Finniston report calls for the establishment of a £100m-a-year Engineering Authority which would run the registration of engineers; monitor training courses; accredit university courses; and generally control the professional standards of engineering practice. It is also recommended that two new degrees in engineering, a MEng and a BEng, be introduced.

"The Government intends to treat the report with intense seriousness and with such urgency as is compatible with judicious decision making policy", Sir Keith promised.

And he also pledged that the Government would not be prejudiced against the Finniston recommendations because they call for the setting up of an engineering authority with financial support from the public sector.

"We should not dismiss the Engineering Authority out of hand and should seriously consider the proposals," he added.

And on financial support, Sir Keith said: "The Government will be looking at the need for public expenditure and public grants for engineering education."

Courses hit by 'rationalization'

by Staff Reporters

A far-reaching rationalization of higher education courses—to cut out duplication, save money, and allow room for new initiatives—is being planned by Ministers and officials in the Department of Education and Science.

This radical reappraisal of the present pattern of courses arises from three sources:

- The Government's determination to give a "broad steer" to the balance of subjects to match the output of graduates with the changing needs of the economy.
- Cuts in public expenditure which have frustrated plans for modest growth in higher education made by the previous Government, and which have made it doubtful that the colleges and institutes of higher education in particular will receive the resources necessary for successful diversification.
- The failure to establish an Oakes-style national body for non-university higher education which has forced the DES, helped by the inspectorate, to take a much more detailed look at courses in polytechnics and colleges as the second stage of "capping the pool".

Dr Rhodod Boyson, under-secretary for higher and further education, said this week: "We are looking at the rationalization of all courses in higher education. The universities are doing their study now and this will be done for the meliorated sector as well."

Senior officials are more cautious. They confirm that the need for radical rationalization of courses has been accepted, but emphasize that it will take some time to work out the necessary details.

Dr Boyson met representatives of local education authorities on Monday. He said he was concerned about non-viable courses but promised that in a hasty action was being contemplated. When a revised system of course approvals (and disapprovals) had been worked out, a draft circular would be issued.

The Council of Local Education Authorities (CLEA) met yesterday. On the agenda was a discussion of a new course approval system. The question of establishing some form of national machinery, a crypto-Oakes body, to take the tough decisions that lie ahead was also raised.

Meanwhile the DES is quietly accumulating the information and expertise it needs to intervene more directly. A working group is looking into polytechnic unit costs in an attempt to standardize them and so make them an effective tool of financial control. The department is looking at the question of a new redundancy scheme for lecturers who lose their jobs in any future rationalization. This is unlikely to be as generous as the Crombie scheme, which officials emphasize was a unique response to a unique situation.

The inspectorate has also been active. A special inquiry has been started into ten or a

dozen colleges, which include some of those that might be most vulnerable in a second round of closures. This inquiry is to go into unusual detail. Regional staff inspectors have begun to take a tougher attitude to the reappraisal of courses, which colleges on past performance would have expected to be merely a formality.

The universities are expected to be fully, although separately, involved in any rationalization of courses. The University Grants Committee, as reported in *The Times* last week, has this week begun a series of in-depth interviews with vice-chancellors and senior officers of individual universities.

Although at the top of the agenda of these meetings will be the financial position of the university and its student numbers, subject balance is an important part of that equation. The UGC has already shown with the Atkinson report on Russian studies that it is not afraid to suggest tough solutions to slack student demand.

Individual universities are also looking at the question of rationalization. London University is still intending to establish an inquiry into non-medical provision in parallel with the Flowers inquiry into medical schools, although no chairman has yet been appointed or terms of reference written. A meeting of the heads of the large multi-faculty schools of the university was held on Tuesday.

Working class boys' entry to university 'could be doubled'

by Peter Scott

The number of working-class boys reaching A level and securing places at university could comfortably be doubled without any necessary lowering of standards, according to a new study of social mobility and educational opportunity published yesterday.

The study, *Origins and Destinations: Family Class, and Education in Modern Britain*, is the work of Professor A. H. Halsey, professor of social and administrative studies at Oxford, Dr Anthony Heath, tutor in sociology at Jesus College, and Dr John Ridge, a lecturer in sociology.

It is based on the Oxford Social Mobility Project. As part of this project, 10,309 men, aged between 20 and 64 were interviewed in the summer of 1972.

Professor Halsey and his colleagues found that 38 per cent of boys from the upper (or service) class, with measured IQs at least as low as 113 were staying on at school until the age of 18 and almost as good a chance of going to university as their more privileged contemporaries.

Professor Halsey and his two Oxford colleagues conclude that plans for recurrent education have to be drawn to a vastly greater scale. A concern for equality would require a broadening of "alternative routes" to post-secondary education.

Origins and Destinations, Oxford University Press, £11 (£4.95 paperback). Christopher Price, page 27

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A posthumous portrait of Professor Sir Hugh Robson, principal and vice-chancellor of the University of Edinburgh until his sudden death in 1977, was unveiled last week in the Georgian Gallery of the university's Talbot Rice Art Centre. The ceremony was presided over by Sir Hugh's successor, Dr John Burnett, and was attended by Lady Alice Robson, Sir Hugh's widow.



Six universities may lose Russian departments

by Sandra Hempel

The University Grants Committee is recommending that six universities should lose their Russian departments and that Russian studies should be phased out in a further 10.

Staff would be transferred to neighbouring universities in the first phase, and no future vacancies would be filled in the second.

The effect of implementing the recommendations of the UGC Arts Sub-Committee on Russian in British Universities would be:

- Russian departments closed at Aston, Bristol, Cardiff, and UMIST, and staff transferred to Birmingham, Edinburgh, Glasgow, Manchester, and Newcastle.
- Russian department closed at Aberystwyth and staff transferred to Swansea or Bangor.
- Russian department closed at Coleraine, and staff transferred to Belfast.

Possible phasing out of Russian studies at Keele, Lancaster, QMC, Reading, Stirling, Sussex, and York.

No further expansion at Brunel, Dundee, LSE, Newcastle, Southampton or York and no further vacancies to be filled.

By contrast, the UGC earmarks Russian studies at Bristol for expansion, and wants a response at Essex to be transferred to strengthen the language content.

Unofficial comments are already reaching the UGC from the 41 vice-chancellors who were sent personal and confidential copies of the report. The UGC wants confirmation of the figures on which it based its proposals before sending an amended report for formal reactions.

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Police seize poly papers

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while the report was a confidential document.

The report could not remain confidential indefinitely.

Five members of the committee, elected by the governors, had been asked to resign the day before the report was published, before considering whether to meet the authority.

Councillor Jane Carter, chairman of the governors, called today's meeting as soon as she received her copy of the report.

The council denied that publication of the report was an attempt to force the governors' hand but it reflects the importance of council to sort matters out and aly public disquiet, which is bound to be increased by details of the 43-page interim report.

The drift of the audit findings was widely known before publication of the report. These were summarised by Mr P. B. Sherman, chairman of the Finance Committee, including:

- Inadequate or non-existent internal control and check systems.
- Non-compliance and in many cases "flagrant violation and willful circumvention" of financial procedures.
- Poor purchasing policies.
- Inadequate and inaccurate inventories and stores systems and inadequate security.
- Inadequate controls on polytechnic expenditure.

The auditors found examples of "irrational and heavy" year-end spending including £36,000 worth of video and other equipment for the audiovisual services section.

The report also says that £25,000 worth of equipment had been purchased from one supplier, but was not used. It is alleged that this was to circumvent the need for prior authorisation by the governors.

In the Department of Behavioural Sciences in 1978, orders worth £15,000 were placed for equipment which was not needed for orders totalling £11,000 was obtained retrospectively. Authorization was never sought for orders worth £4,495. Here, too, bulk orders were allegedly broken down into smaller lots.

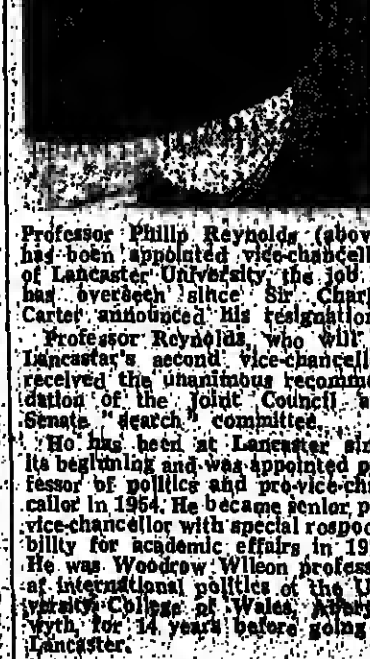
Other allegations emerging from the report include:

- Of 634 calculators owned by the polytechnic only 338 appeared on inventories. Seventy-five worth £3,358 were missing.
- An increase of more than 30 per cent in the cost of telephone calls in the main campus between 1977-78 and 1978-79 leading to an extra cost of £6,352.
- Excess photocopying capacity estimated at 6.5 million copies a year.
- Alcohol worth nearly £450 bought for preparation of meals in the catering department's training restaurant over seven months. It included liquors and wines such as Colnateau, Grand Marnier, Grand Trition, Chablis and Gervay Champagne, as well as 16 bottles of gin, 10 bottles of rum, 10 bottles of vodka, and 10 bottles of whisky.

The report also chronicles the history of the polytechnic's Sincis project for Iranian students, alleging that the course was wrongly closed in 1978, resulting in a £78,000 loss to the authority.

Despite the bitterness caused by the audit, Mr Sherman noted in his report that many of the senior staff under Mr Peter Ridsdell, director of academic support services, had been "loyal and cooperative throughout."

For the working relationship between the academic services staff and the directorate of finance has never been better, he commented.



Discrimination claim by 'gay' at NELP

by John O'Leary

A student claimed yesterday that he had been refused a medical certificate to join a teacher education course at Leeds University because he is homosexual.

Mr Geoffrey Brighton, a Leeds graduate, was accepted on to a Post Graduate Certificate in Education course subject to satisfactory examination results and the normal medical clearance. In a statement this week he said he had been told his doctor was not satisfied with his university health service would not grant the necessary certificate, although he was medically fit.

Doctors at the health service were aware from a previous consultation that Mr Brighton was homosexual and insisted that he should see a psychiatrist, an assessment of emotional stability, his health, and whether he was fit to be a teacher.

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Re-shuffle at NELP

A major reorganisation of engineering faculty at North London Polytechnic was planned this week in the wake of a highly critical report by the Council for National Academic Awards.

The appointment of a new head of the faculty, created by the merger of two former departments, was announced. Two heads have already been appointed in the wake of the report last summer.

Engineering staff are now being asked to exercise a degree of "loyalty" to the new structure, and to accept the fact that the faculty will be a "new" entity, and that the old structure is being dismantled.

The council concluded that the faculty was "in a state of disarray" and that the reorganisation was "urgently needed."

Plan to axe medical school

by Robin McKie

A major row has erupted over a London regional health authority proposal to close a medical school as part of the authority's report on university cuts.

Despite its public pledge that such a move would be "non-negotiable", the authority is now being asked to reconsider its decision.

In its evidence to the Flowers committee, while the investigating body of reducing London University medical education costs, the regional health authority told the committee that one of three teaching hospitals—St Mary's, Middlesex or Westminster—be axed.

But Kensington and Chelsea and Westminster area health authority, which covers the three schools, has told the committee that any such decision would be "unrealistic and unworkable."

The row has been intensified by the attempt to prevent the authority from being able to publish its findings, but after pressure from seven area health authorities it agreed to make it public.

The report was made to the regional health authority by a sub-committee of the authority's medical education committee, and is being published in a report to the authority's governing body.

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Threat to polytechnic jobs hanging over local authority budget talks

by David Jobbins

The threat of job losses hung menacingly in the background this week as polytechnics and local authorities began to finalise their budgets for 1980-81.

Only a handful know exactly how much they will lose as a result of the combination of general economy in local government spending and the more drastic effect of the capping of the advanced further education pool. But a national picture is beginning to emerge of cuts of up to and beyond 10 per cent in the estimated spending for next year.

And while no public statements have been made, staff at a number of polytechnics feel that redundancies on a large scale may be likely. Senior officials of the National Association of Teachers in Further and Higher Education believe that use may be made of agreements for premature retirement without loss of pensions.

Experienced union officials are likely to regard "speculation" about redundancies as "sensible" in the current climate.

It is already clear that a number of polytechnics are facing cuts of 10 per cent, but only a few detailed proposals are known. At Leicester, the polytechnic faces a cut of 10.03 per cent, or £1,030, on a standstill budget of £10,300. Although Mr David Bath, the director, has made clear compulsory redundancies are not envisaged, £20,000 extra from new overseas student fees and £75,000 from additional home students.

Even so, the economies, which cover staff travel, catering, and utility support staff, fall by £37,000 short of the savings required by the authority.

Governors have agreed that cuts of this magnitude will put academic standards at risk.

Volunteers for a planned early retirement scheme are being sought at Middlesex, which faces a £14,000 cut from its £130,000 estimates. The

director, Dr Raymond Rickert, has warned staff that the implications of future Clegg comparability awards and other factors indicate a "grave" financial situation. No public statement has been made about redundancies but the polytechnic's NALGO branch is pledged to oppose the cuts which it believes will lead to 300 job losses and possibly the closure of one polytechnic site.

At Newcastle, too, there is speculation among staff and students that 200 jobs may go and departments by a 10 per cent or £1.5m cut goes ahead following several years of nil-growth. A special meeting of the full council has been called for the end of this month.

Councillors from the three authorities who maintain North East London Polytechnic have been warned by its director, Dr George Brown, about the implications of a £3m two-stage cut in its £20m a year budget, including up to 200 job losses among teaching and support staff. While officials make clear he is talking of a hypothetical situation, Dr Brown has said that there may need to be "shuffling" of manpower in 1981-82. The plans are for £1.6m cuts in 1980-81 and £1.4m the following year.

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Polytechnic directors back Finniston on engineering education

by Robin McKie
Science Correspondent

Many of the radical changes in UK engineering education proposed by the Finniston report have been backed by the Committee of Directors of Polytechnics. In particular the CDP support the recommendation that polytechnics should have greater powers to develop engineering education with the same independence as universities.

The report of Sir Mounty Finniston's inquiry into the engineering profession was released last week and called for the setting up of a strong, independent Engineering Authority which would cost about £10m a year to run. This body would run the registration of engineers; monitor training courses; accredit university courses; and generally control the professional standards of engineering practice.

It is also proposed that two new degrees in engineering—a BEng and a MEng—be introduced, a recommendation which is generally welcomed by the CDP. However, the committee also warned that to operate these two degree courses in parallel, with a common first year, would be "a drastic change".

"Apart from severe educational and organizational difficulties, the CDP cannot envisage a new national council for engineering that all schools will have a reasonably equal

opportunity of transfer to the MEng route", a committee statement warns.

The Institute of Electrical Engineers also welcomed much of the Finniston report. "The detailed proposals on education and training need careful study but the IEE particularly welcomes the proposed distinction between courses for the intellectually and the practically inclined engineering student, each involving substantial cooperation between industry and the schools of engineering", an institute report states.

But the IEE also warns that although the Finniston report stresses that registration will eventually become such a strong qualification that it will in effect become a licence to practice, it regrets there are no firm proposals for legislation to back this up.

"If registration does not open avenues of employment in limited but important areas otherwise closed to engineers, the authority will be deprived of the strength needed to implement its policy", the IEE argues.

However, more enthusiastic support for Finniston has come from the Committee of Engineering Professors' Conference which "wholeheartedly welcomed the Finniston call for new national approach to the engineering dimension".

"The CEPC in its evidence to the Finniston Committee called for an urgent and radical overhaul of the educational and training system for engineers, and we are very encouraged that the Finniston report has accepted most of what the professors have advocated", said Professor Alec Chisholm, chairman of the conference.

But Professor Chisholm warned that there must be parallel changes in industry and collaboration over education and training. "If such changes are encouraged and matched, the necessary changes in the existing engineering departments will become much more evident schools of professional engineering which are likely to have a far-reaching effect on industry and society".

The Association of University Teachers has been more guarded in its response. AUT general secretary, Louria Sapper said they were willing to cater for changing needs but what was the good of setting up four year engineering courses when pupils have insufficient mathematics and physics education and employers gave engineers such poor salaries.

Mr Sapper added: "In 1968, the Swann report said many of the things that Finniston is now saying. Nothing seems to have happened and this tends to make one a bit cynical of this report".
Science today, page 25.



Professor Sir Arthur Armitage (above), Vice-Chancellor of Manchester University, is to retire in September. Sir Arthur, a former chairman of the Committee of Vice-Chancellors and Principals, has held the job since 1970.

Huddersfield agreement on meeting

by David Jobbins

Governors of Huddersfield Polytechnic have finally agreed to the local authority representatives' demand for a full-time administrator which followed a month's audit.

The five governors appointed last week to discuss with the local authority representatives the terms of the agreement.

The governors have been asked to agree to direct talks with the authority at least until the end of the year. They will also have to examine the findings of the audit report. Up to now the two sides have been at loggerheads over the issue of a full-time administrator.

After publication of the report the five governors decided to change their minds. In a statement after their meeting they declared that they had agreed to the authority's demand for a full-time administrator. The statement said that the governors had agreed to the authority's demand for a full-time administrator. The statement said that the governors had agreed to the authority's demand for a full-time administrator.

No hiding place

Higher education is not a refuge for those who cannot face the reality of having to earn a living. This is the message of a new guide published by the Department of Education this week.

Speaking about the new guide, Higher Education Minister, Mr. David Lloyd Williams, said: "The guide is a sixth form text book. It is a book which every young person should read. It is a book which every young person should read. It is a book which every young person should read."

Family study to continue

The study commission on the family is to be continued for a further two years with an additional grant of £100,000 from the Leverhulme Trust.

The commission, which is an independent body chaired by Sir Campbell Adamson, was set up just over a year ago with financial support from the trust to cover changing family patterns, attitudes and values, financial circumstances, the relationship between work and the family, and social policy questions.

It aims to draw together existing research and knowledge in the field, to identify gaps in information and analysis, and to analyse and contribute to debates on appropriate policy options.

The commission's research director, Malcolm Wicks, says that its aim is not to present any one view about family life.

"The family debate is a controversial one", he pointed out. "Some feel that the institution of the family is under threat and point to increasing divorce and remarriage rates, the growth of one-parent families and juvenile delinquency as evidence of this. Others call on government to adjust its policies to changing family patterns, and some argue that successive taxation and social security policies do not give the family the support it needs."

He added: "The family is likely to become more important in social policy in the 1980s, but we need to know more about the subject if the right decisions are to be made."

History courses conference

A one-day conference on validation of history courses has been called by the history section of the National Association of Teachers in Further and Higher Education.

'Flimsy' staff development attacked in research team's report

by Patricia Sentinelli

Staff development in the further and higher education sector is disturbingly flimsy, says the report of a research project carried out by a team at Blackpool College of Art and Technology among 57 colleges and polytechnics, to be published next month.

The report "Loud and Clear" commissioned by the Further Education Curriculum Unit to ascertain the state of curriculum dissemination in the further and higher education sector, says that the general state of staff development is "appalling" and that resources for strengthening its establishment and its planned use in colleges.

"Staff development is poorly provided and both ill understood and under-used" the report says. "Its effectiveness is mostly limited by the lack of objectives, the use of inappropriate methods, the associated constraints and the misconceptions which staff at all levels have as to its nature."

The team identified staff development officers as the ideal mediators or interpreters of information disseminated by curriculum bodies.

The report points out that the present survey has shown the urgent need for a future study of the role of those officers which could form the basis for new developments.

It suggests that the staff development officer, in his role as intermediary, could help individual teachers to understand information and apply it to their own area. Such a person should be a full-time professional who could be an intermediary for messages flowing from staff to research and development bodies by seeking the support of larger centralized resources to solve emerging problems.

The report says that a planned system of disseminating information on curriculum development is needed urgently to offset the haphazard and ineffective methods currently existing in further and higher education colleges.

The lack of system had meant, for example, that there was little communication, as was the case with printed information distributed to colleges without indicating who

should see it. It also led staff to approach organizations without getting access to the right person, or being given no information or misleading information.

The lack of facilities to provide staff in colleges with face to face contact with officials, in spite of the fact that this helped to identify solutions, also arose directly from the lack of system, the report says. This applied to conferences which staff failed to attend either because they did not know of them, because the timing was wrong or because it was at their personal expense.

However, at a time when the patchwork of further and higher education is being significantly influenced by bodies such as the Council for National Academic Awards and the education council, it is necessary to coordinate the efforts of various agencies involved in the dissemination process for the good of teachers, colleges and the country, the report says.

This meant that local, regional and national contributions should be linked together in a joint effort.

Barry site to be put on market

A major reshaping of the Polytechnic of Wales to ensure the continued use of its Barry site in Glamorgan has had to be ditched.

South Glamorgan's education committee has eventually decided formally that the Barry site, some 10 miles from the main campus at Trefoist, is no longer needed.

The one site move is in direct conflict with a scheme drawn up by polytechnic director Dr John Davies to make use of the Barry site, where teacher training is currently being run down, by transferring arts and social science courses to it.

Although supported by the academic board, the scheme was opposed by many staff and students, who argued that the loss of the predominantly female arts and social science courses would impoverish the main campus culturally, educationally, and socially.

There are only about 40 students now based at Barry, where teacher education is due to end this year. The original intention was to begin transferring courses next September.

Although no formal decision has been made to sell off the Barry site, it is generally understood that at least one potential purchaser is interested at a price of around £3m. An obvious customer is South Glamorgan County Council, which owns a further education college immediately beside the site. But on insurance grounds it is also believed to be interested in a covenant restricting Barry's use in education in the future.

Mid-Glamorgan council officers are now preparing guidelines which will enable councillors to carry through the sale, although no dates have yet been fixed for meetings.

Civil Service leads the way in cutting graduate recruitment

by Sandra Hempel

About 53,000 graduates will be looking for jobs in the United Kingdom in 1980, an increase of around 10 per cent on last year. At the same time total demand will be up by about 4 per cent this year, according to a study by three careers advisory and employers' organizations.

A continuing increase in demand for graduates in the private sector is offset by a drop in the public sector, with the Civil Service recruiting an estimated 10 to 15 per cent fewer graduates.

Former prospects offered by economic careers, coupled with a strong demand from employers for graduates in the sciences, engineering and technology, probably accounts for an expected drop in the number of research grants during the coming year.

These forecasts are made by the Association of Graduate Careers Advisory Services, the Central Services Unit for Careers and Apprenticeship Services, and the Standing Conference of Employers of Graduates.

They also find that supply and demand for graduates with different degree subjects has polarized further than ever, with a need for mechanical and electrical engineers that cannot possibly be met, and an over-supply of graduates in arts, biological sciences and certain social sciences.

At the same time, graduates from

any discipline are badly needed to work in sectors such as computer programming and sales and retail management, but graduates are reluctant to get involved in what is known as the sharp end of marketing/advertising produced a flood of replies, while one for marketing/sales got little response.

The pattern for output in the traditional subjects is: Arts—rising in step with overall graduate supply; social studies—total output rising at the same rate as graduate total but a big upward shift in business studies; pure sciences—physics and chemistry. This, the study says, presents a gloomy prospect for the future supply of teachers in these subjects, and consequently of the future numbers of school leavers who are properly prepared for higher education courses in physics, science, engineering and technology.

The number of graduate places on teacher-training courses is likely to be about the same in 1980 as in 1979, although there will be continuing shortages in mathematics, physics and chemistry. This, the study says, presents a gloomy prospect for the future supply of teachers in these subjects, and consequently of the future numbers of school leavers who are properly prepared for higher education courses in physics, science, engineering and technology.

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Wellcome Trust steps in to help medicine lecturers

A £750,000 scheme has been launched by the Wellcome Trust to finance senior lecturerships in medicine and veterinary science at universities. Nine posts have been filled by the Trust—and it is expected that the programme will be expanded to about 25 lecturerships, at a total cost of about £5m.

The scheme has been set up to help universities through their present financial problems and help in the provision of posts frozen because of the Government's cuts in education.

Each appointment will allow a lecturer in tenured post to take up a non-tenured senior lecturership and the trust will fund him for five years. Extra cash will also be provided for some research activity and the term of the grants may be extended if it is not completed in a given period. At any time, a senior lecturer will still get three years' notice.

Although those taking up the lecturerships will be losing the security of tenured posts, they will gain in status and improved teaching possibilities. The trust does not expect those appointed to have difficulty finding new posts when their

positions have ended, as only the best candidates will be considered for the senior lecturerships.

However, the lecturership scheme is not meant to be a permanent aspect of the Wellcome Trust's activities and will take the form of a £5m injection to help universities out of their present difficulties.

The first nine appointments were: Dr A. J. Cann, department of cardiology, St Bartholomew's Hospital medical school, London; Dr M. E. Davey, department of medical microbiology, London School of Hygiene and Tropical Medicine; Dr D. J. E. White, department of medicine, Edinburgh University; Dr G. A. MacGregor, of Claring Cross medical school, London; Dr G. M. Murphy, Guy's Hospital medical school, London; Dr M. J. Keenle, department of human metabolism, University College Hospital medical school, London; Dr A. M. Sillito, department of physiology, the medical school, Birmingham; Dr R. E. Silman, department of reproductive physiology, St Bartholomew's Hospital medical school, London; Dr J. P. Sissons, the Royal Postgraduate Medical School, Hammersmith.

'Multinational' UK study

A bibliography of British politics, compiled by the authors to be the first to treat the United Kingdom as "a multi-national state", was published this week by the University of Strathclyde.

Dr Ian McAllister and Mr Laurence Poole, of the university's Centre for the Study of Public

Policy, list nearly 2,000 studies of United Kingdom politics outside England. Their book, *A Bibliography of United Kingdom Politics: Scotland, Wales and Northern Ireland* (published by the Centre for the Study of Public Policy, University of Strathclyde, £3.50), places special emphasis on unpublished papers.

Cool response to Afghanistan protests

by John O'Leary

British delegates to an international student conference were cold-shouldered this week as they tried to gather support for protests against the Soviet invasion of Afghanistan.

Mr Dave Aaronovitch, secretary of the National Union of Students, was greeted by stony silence from representatives of 60 countries when he delivered a speech condemning the Soviet Union's action.

The five British delegates were "silently" boycotted by the Afghan delegates, who criticized British imperialism. Expected active support from the French delegation did not materialize, but Mr Aaronovitch said later that the French view had made a considerable impact. Although a majority of the delegates were from the British Isles, they were given the opportunity to voice further opposition.

The conference, in Welmar, East Germany, is organized by the International Union of Students, which is based in Prague and dominated by Eastern European countries. In his opening address, the president of the IUS, spoke of the need for a new internationalism.

sympathetically of the Soviet-backed student support for the now regime.

But Mr Aaronovitch told delegates of British students' concern for national sovereignty and the condemnation of the Soviet invasion. "In our view in Britain, it has set the cause of peace and disarmament back by 10 years," he said, adding that not a single youth organization in the country supported the invasion.

The only response to the speech came in the form of an intervention by an Afghan delegate, who criticized British imperialism. Expected active support from the French delegation did not materialize, but Mr Aaronovitch said later that the French view had made a considerable impact. Although a majority of the delegates were from the British Isles, they were given the opportunity to voice further opposition.

A statement calling for the withdrawal of Soviet troops was prepared by the NUS International policy group last week and has been sent to the Soviet Embassy in London. British delegates were also raising the matter with representatives of the Student Council of the Soviet Union at the Welmar conference. However, NUS has stressed that it would oppose moves to cut cultural and educational links with the Soviet Union.

The Welmar conference, the World Student Forum on Education, is the biggest student gathering since the 1968 World Youth Festival in Cuba in 1978. The British delegation has also taken an independent line on the week's agenda, telling the organizers that they expected debate to be open and to concentrate on genuine educational issues, rather than on the narrow political

Arts research council call by principal

A new research council is urgently needed to coordinate financial aid for scholarship in the arts, Professor Alyn Williams, principal of Glasgow University, said at a week-end graduation ceremony.

The range of projects supported by the research councils, government departments, philanthropic organizations and private enterprise had become especially significant in the current financial climate, Professor Williams said. It accounted for more than 10 per cent of the university's total income, only one-third less than the revenue from tuition fees.

Collaboration between arts and within departments and faculties was encouraged by such awards and was now becoming more evident in arts-based projects. For this reason alone, a new research council was needed, an aid to research.

"This system of supporting study by contract and specified grant has undoubtedly transformed the pace and thoroughness of systematic research in universities," said Professor Williams. "The chief danger is, of course, that the annual vote for the research councils will be cut too much at a time when other sources for the same kind of funding are obliged to reduce their awards. The consequences could be tragic for British scholarship and research."

"Organized science can never return to being wax and string and remain front rank; while failure to back outsiders, the academic serendipity as it were, could lose the nation fortunes."

Professor Williams said that the system of research activity in universities was remarkable but all too seldom understood, although it was the most reliable gauge of intellectual vigour in institutions.

"The ability of universities to mount well costed investigations of social and industrial problems probably accounts for their increasing involvement in the work of both private and public concerns", the principal said.

Nursing studies BSc discussed

Plans for a part-time BSc in nursing studies were under discussion today at a seminar at Thames Polytechnic.

The seminar is part of a consultation exercise launched by the polytechnic.

Mandatory grants sought for all social work students

by Charlotte Barry

Bodies concerned with the education and training of social workers are seeking a small amendment to the new Education Bill which will make all social work students eligible for mandatory grants.

The amendment to schedule five of the Bill, which is presently at the committee stage in Parliament, is being tabled by Mr Andrew Bennett, Labour MP for Stockport North.

He and other MPs in the Commons were approached by representatives of the British Association of Social Workers and the Central Council for Education and Training in Social Work.

At the moment only graduate students are eligible for DES grants for social work courses. Non-graduate students, who number about half of the 4,000 total enrolled every year, have always had to rely on discretionary awards from local education authorities or secondment organized by social work departments.

Inevitably, as a result of cuts in local education funding, many possible non-graduate students have been refused grant aid. Conversely, all graduate social work students who applied for DES grants last autumn were successful, and 200 grants were never taken up.

"We do know that quite a large

number of non-graduate students had to turn down places because they couldn't get financed," said a CETSWS spokesman.

Both CETSWS and the BSAW, who have been expressing concern about the onomly for some time, have a long tradition of supporting a 50 per cent intake of non-graduate students.

Non-graduate students are usually older people who have followed alternative career patterns. In this way they contribute to the existing mix of ages and backgrounds in the social work profession which the two bodies consider desirable.

The amendment would make places on social work courses every year are the large reserve of unqualified social workers.

Although both the BSAW and the CETSWS argue that the proposed rationalisation of the system of awards to social work students will not take up any more of the overall education budget, their chance of success is slim.

Civil servants in the DES are known to be unhappy about the proposal because they do not feel that the social work profession deserves the special status of being incorporated into the Bill's scheme. They fear also that a positive move will open the flood gates and result in other professional groups demanding the same treatment.

Social workers attack plan for training council changes

Government proposals to make changes in the membership and constitution of the Central Council for Education and Training in Social Work have been rejected by the British Association of Social Workers.

The suggested changes are laid out in a Department of Health and Social Security consultative document which the BSAW criticizes for making no mention of social workers.

According to the DES, its review of CETSWS was prompted by two major concerns. The council has been accused of being not fully representative, although its membership has increased from 32 to 64 since 1962. Yet to make it larger would make it more unwieldy and unworkable.

It has also been submitted that members now tend to be appointed to represent the interests of their particular organizations rather than those of probation and social work as a whole, and that the present constitution of the council is a constraint on its effective work and development.

The consultative document suggests three ways in which the council might be reconstituted to over-

come the problem of its increasing size. These are by retaining a large council but with an executive committee; by having a council of about 48 with a reduction in the number of members each appointing a body of about 20 to 25 members directly appointed by ministers.

It also suggests alternative ways of achieving the correct balance of interests, holding tenure of office for no less than five years and recommending the setting up of an education board to deal with the approval of qualifying courses and the making of awards.

The BSAW says in its response to the document that it is not persuaded that major changes are necessary to the present membership of the council nor to other aspects of its constitution.

Overall, the BSAW criticizes the DES review for being unnecessarily limited in its scope and failing to take into consideration other matters under debate such as accreditation and regulation of social workers and the setting of a target date for ending the appointment of unqualified social workers.

Family study to continue

The study commission on the family is to be continued for a further two years with an additional grant of £100,000 from the Leverhulme Trust.

The commission, which is an independent body chaired by Sir Campbell Adamson, was set up just over a year ago with financial support from the trust to cover changing family patterns, attitudes and values, financial circumstances, the relationship between work and the family, and social policy questions.

It aims to draw together existing research and knowledge in the field, to identify gaps in information and analysis, and to analyse and contribute to debates on appropriate policy options.

The commission's research director, Malcolm Wicks, says that its aim is not to present any one view about family life.

"The family debate is a controversial one", he pointed out. "Some feel that the institution of the family is under threat and point to increasing divorce and remarriage rates, the growth of one-parent families and juvenile delinquency as evidence of this. Others call on government to adjust its policies to changing family patterns, and some argue that successive taxation and social security policies do not give the family the support it needs."

He added: "The family is likely to become more important in social policy in the 1980s, but we need to know more about the subject if the right decisions are to be made."

History courses conference

A one-day conference on validation of history courses has been called by the history section of the National Association of Teachers in Further and Higher Education.

The conference, which will be held at St Mary's College, Strawberry Hill, Twickenham, on March 16, will be of particular interest to all history teachers who anticipate being involved in validation exercises carried out by the General National Academic Awards.

No hiding place

Higher education is not a refuge for those who cannot face the reality of having to earn a living. This is the message of a new guide published by the Department of Education this week.

Speaking about the new guide, Higher Education Minister, Mr. David Lloyd Williams, said: "The guide is a sixth form text book. It is a book which every young person should read. It is a book which every young person should read."

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Overseas news

'Perpetual student' was BOSS spy

from Martin Feinstein

JOHANNESBURG
The former South African security agent who "defected" to Britain with documents from the Department of National Security (DONS), Mr. Arthur McGiven, died on his 41st birthday in the University of the Witwatersrand in Johannesburg.

A number of Wits student leaders were tried under South Africa's security laws and banned during the mid-1970s, the time McGiven was spying for the then Bureau for State Security (BOSS).

In his 11 years at Wits, between 1961 and 1975, McGiven served three terms on the students' representative council, as publication officer, vice-president and research officer.

He was also a member of the engineering students' council.

In 1974 he was one of two SRC vice-presidents. The other was Derek Bruno, who revealed his undercover role as a security police lieutenant when he testified against the then SRC president, Mr. Glen Moss, in 1976. Mr. Moss was one of five student leaders (the others were Mr. Charles Nupen, Mr. Cedric De Beer, Mr. Eddie Webster and Mr. Karel Tjip) tried under the Suppression of Communism Act. All were acquitted.

McGiven, who smuggled about 50 secret documents out of the country when he left in September last year, says he was a senior member of DONS. He spoke of the department's interception of student mail and the bugging of their telephones.

He also revealed the existence of "operation castor oil", a smear and slush-fund campaign to weaken the hold of the National Union of South African Students on the English language campuses. Castor oil was used to smear the English language groups like the South Federation of English Speaking Students (SAFESS) and the right wing students' paper at Wits, Campus Independent.

The editor of Campus Independent at the time, Mr. Rhet Kahn, consistently denied reports that his newspaper was secretly funded and reacted angrily to McGiven's disclosures when traced to his holiday home in Natal. "You should stop interfering in people's private lives," he said.

DONS also tapped the telephones of the former chairman of the Afrikaans Studentebond, Mr. Theo van der Stoep, and the chairman of the Stellenbosch SRC, Mr. Hilgard Bais, and Stellenbosch student Tiso.

Truimich, niece of the former Minister of Plural Relations, Dr. Andries Treurnicht.
McGiven is the latest in a long line of campus spies. Most prominent were Eccles Eckhart, a former NUSAS vice-president at the University of Natal in Pietermaritzburg. Mr. Michael Morris, a security police informant at the University of Cape Town and Keith Matheo, a self-confessed informer at the University of Natal in Durban.

Matheo was the son of a senior Durban police officer, and all were linked to the security police. McGiven is the first DONS agent whose campus activities have been exposed.

DONS has since confirmed that it paid McGiven's fees at Wits for the time he was there. In the words of one of his contemporaries, he was a "perpetual student", graduating with a BA, majoring in psychology.

It was McGiven who wrote the "code of conduct for student editors" after the then prime minister, Mr. John Vorster, used the campus newspaper, Wits Student, to launch a disastrous cartoon, where Mr. Charles Nupen, Mr. Cedric De Beer, Mr. Eddie Webster and Mr. Karel Tjip tried under the Suppression of Communism Act. All were acquitted.

McGiven, who smuggled about 50 secret documents out of the country when he left in September last year, says he was a senior member of DONS. He spoke of the department's interception of student mail and the bugging of their telephones.

McGiven's colleagues saw him as "something of an institution", a student bureaucrat rather than an activist. He was ridiculed by the university's left, who found his liberalism an lack of leadership potential distasteful.

One former student remembers him as a loner: "You were never sure what he stood for or what his political allegiance was. He was not regarded as academically very bright, but he came across, perhaps erroneously, from the fact that he had been around campus so long that it was presumed that he just could not pass."

His impact on the student body was not great. He is not regarded as a good or dynamic public speaker and he seemed to be content being active in student politics through sheer habit.

Perhaps his most exciting time on the SRC was when he was charged and found guilty of showing a banned film on campus. DONS is not a new development. Those kind of political activities cannot be tolerated. They are legitimate and wrong."

ing "domino" discussions with the University of Pretoria over multi-racial rugby, which came close to reviving intransigent sport between the two founding institutions.

He remembered the SRC under Mr. Moss as the most impressive he had worked under. "I am not sure of a cynic to be disappointed by the SRC."

When he resigned from the SRC to take psychology honours at the University of South Africa in Pretoria, in 1975, his fellow councillors passed this resolution: "The SRC accepts with regret the resignation of that grand old man, Arthur McGiven, thanks him for all the work he has put into the SRC over all his years at Wits, and wishes him well in the future."

His Wits student "obituary" said: "By some he was admired—the kind of moderate who could offend nobody."

Both the present president of the Wits SRC, Mr. Norman Manoni, and the president of NUSAS, Mr. Andy Buraine, say they were not in the least surprised to learn of the bugging, secret funding and tampering with mail.

"Mr McGiven's allegations don't surprise us at all," Mr. Manoni said. "Questions were raised in Parliament about the funding of campus independent by Mr. Helen Suzman and Mr. Horry Schwarz (both of the opposition Progressive Federal Party), but the newspaper refused to name its generous financial backers."

It is common knowledge that lecturers, particularly on the English language campuses, are rife, and some student leaders speak of this as a "seven principle"—the assumption that about one in every seven students is approached by the police or DONS to pass on information.

"It is known to everyone in the student movement that some people are working for outsiders, and we are wary of them," said Mr. Manoni. Mr. Buraine said it was a surprise to learn of the lengths to which the Government was prepared to go to maintain its position of power and privilege.

The continued extent to which the state relies on methods such as spying, tapping, detention and making a mockery of the so-called rule of law of the past few months," he said.

Mr. Harry Schwarz, PPP defacto spokesman, said: "That money for Campus Independent came from DONS is not a new development. Those kind of political activities cannot be tolerated. They are legitimate and wrong."

Quota to be imposed on medical student intake

from John Walshe

DUBLIN

The number of medical student places in the Republic is being cut back because the country is turning out too many doctors.

The government has accepted a report from the Higher Education Authority which suggests an annual quota of 300 Irish entrants in the Republic's five medical schools.

The recommendation is based on four considerations: the size of population, ratio of doctors to population which the economy can support, wastage rate in the existing stock of doctors due to death, retirement, and the male:female ratio among medical graduates.

The HBA says the indications are that the first three of the four factors will have an unwelcome influence on the number of doctors required in Ireland over the next 10 to 15 years.

The very high rate of emigration among Irish doctors has until recently been a critical factor in maintaining some balance between the supply of doctors and their prospects of employment in Ireland. The indications are very strong that emigration abroad, for example to the USA, Canada and possibly Britain, are no longer available in sizeable numbers.

The authority's report was prepared before the recently released census returns were available. These reveal that the population of the Republic had increased to 3,365,000, representing a very substantial rise of 387,000 over the eight years since the 1971 census. Even though the population growth was greater than most people expected, the authority says its allocation of 300 Irish doctors is still generous anyway.

In 1971 the Republic had 12 doctors per 10,000 people and the authority suggests a ratio of 15 per 10,000 by 1991. This ratio was the Republic close to other countries in 1975 to 1980.

On annual average the number of medical students in the Republic is about 200. It also provides for the fact that female doctors are continuing to work in anything but the same extent as male graduates. At present about 370 Irish medical graduates enter the profession each year and the authority recommends a reduction of 70 in first year medical classes from next October. It says this estimate of 300 is a very limit and does not take into account the existing over-production of medical graduates which will continue to be a problem.

The medical school at the College of Surgeons was founded by the Government in 1784 and it has a long tradition in training doctors from 15 World countries. At present 138 Irish entrants each year enter the medical school. The HBA recommended that it reduce its Irish intake to 250 but no figure on the suggested cut in overseas students. The RCS is not with the figure saying it would retain the present balance of Irish and non-Irish students. "The very high rate of emigration (100 per cent) and the bulk of its income derived from investments, donations and bequests."

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The barriers begin to tumble

The introduction of Britain's first-ever postgraduate degree course in women's studies at Kent University later this year represents a major breakthrough in the campaign to get the feminist perspective officially incorporated into the academic curriculum.

Women's studies occupies a unique position in higher education because it is being forced gradually into the academic community by strong outside pressure. In the form of the recent wave of feminism, this use of a major social and political movement to change the academic curriculum is without precedent.

The theoretical approach adopted in women's studies courses represents a major shift in perception which attempts to make up for the neglect of the role of women and women's interests, whether explicit or implicit, in traditional subject areas.

Also a growing subject in its own right, it can be seen as a reflection of women's curiosity about their past and present and of the increasing awareness of female achievement. It depends on a feminist understanding of the relationship between the sexes, which emphasizes women's disadvantaged and unequal position in society compared with that of men, and expresses the desire to change it.

Women's studies is linked closely with the growth of academic research which works out a feminist perspective in traditional disciplines such as science, history, literature, sociology, economics, politics and anthropology.

The past 10 years of the women's movement has seen a mushrooming of women's studies courses in the adult education sector and as an option at undergraduate level within the social sciences.

In adult education the emphasis tends to be on informal discussion groups where there are no strictly fixed distinctions between tutors and students. The options in universities and colleges take a more standard approach of looking at the role of women through the traditional subject areas and cover topics like women in industry, women and psychology, women in literature, women and psychoanalysis, and women and the welfare state.

The major difference between these and the proposed one-year postgraduate MA degree course at Kent is that its founding marks the first time women's

Charlotte Barry reports on how difficulties in setting up a unique course in women's studies were overcome

studies has been formally acknowledged as a subject in its own right.

The course is being coordinated by sociology lecturer Dr. Mary Evans, who scored another first in the academic world last year by being appointed director of women's studies within the social sciences faculty.

Although she is given time off from her existing teaching load to organize the new course as well as an undergraduate option and an extra-curricular women's studies seminar, she receives no extra salary for her added responsibilities.

An important aspect of the new course is that it is interdisciplinary. Dr. Evans leads a team of 10 women and men, who include an economist, lawyer, social psychologist, sociologist, social anthropologist and a lecturer in social policy and administration.

In lectures, seminars and supervisions they will teach 12 students who will be assessed by a combination of essays and a dissertation. There will be no examinations.

All the students must take the core course "The theory and development of feminism" which will deal with the history of feminism, the position of women in industrial and non-industrial societies and the ideological construction of feminism.

They must also choose between two and four courses from a list including women and Islam, women and the labour market, women, crime and the legal system, equality and the law, the feminist aesthetic, biology and the woman question, the philosophical assumptions of feminism, the intellectual origins of feminism and women and the welfare state.

Throughout the course, the emphasis is placed primarily on the recurring question of whether or not feminism constitutes an academic discipline and whether there is a feminist way of looking at and interpreting the social world.

It is careful, however, not to try and give a single answer because feminism approaches the question of inequality in two very different ways.

On the one hand the radical feminists are not then the right ones for the mass of doctors being educated. However, this view was challenged by Dr. Brendan Hicks, clinical tutor at Guy's Hospital, London, who argued that specialists in one field could act as perfectly good examples for students in others. He argued that the general practitioners made the only good models in training future doctors in counselling, advising, prescribing and other varied activities.

Students are just as influenced by a neurosurgeon with good general knowledge as by a GP with specialist knowledge," he said. And he added that, in any case, general practitioners would in future years be less of the generalists they were now and more likely to be specialists. With the growth of group practices and medical centres, GPs would increasingly be required to adopt various specialist roles with frequent contact with patients as individuals.

But a more forthright critique was put forward by Dr. David Armstrong, a medical sociology lecturer at Guy's, in his speech on "Basic Medical Science—can education survive the welter of facts?"

For Dr. Armstrong, pre-clinical medical education was too narrow because it was too much concerned with facts and details to be of use to doctors. He said that the model on which students were trained into doctors was a model of a patient, is of vital importance because it provides a model on which students will be trained into doctors.

He told delegates that it was well known that basic medical science provides a wealth of facts and details to the ever-widening level. Then when the students entered clinical schools they immediately forgot what they had learned and many people now believed this was a complete waste of time.

Dr. Armstrong maintained, however, that the mass of data involved in teaching these basic scientific subjects had a purpose. "What you learn in pre-clinical schools is important. It is the construction of detail that is crucial," he argued.

By bombarding students with facts, their lay approach to problem-solving was destroyed; they learned the importance of detail; they acquired a reductionist approach to medicine; and were turned into people who were too ready to accept knowledge.

"It is a brain-washing technique that sets about creating a viable person who is fonder for clichés than for facts," Dr. Armstrong told the conference.

Judged this whole approach influenced the attitudes of our doctors to their patients. Just as students were passive learners, dominated by their educators, so they became the dominating persons in relation with patients.

"This whole approach has a cynical and carefully monitored one's performance constantly."

argue that women are essentially different from men and that social differences or inequality result in an undervaluing of female activities and characteristics.

On the other hand socialist feminists, who are supported by Dr. Evans, argue that although social differences may exist women are essentially no different from men and in a differently structured society divisions would disappear, leaving an equal society based neither on sex nor class.

Setting up the MA in women's studies has proved difficult in the face of well-presented arguments. Already in 1975 the move to set up the undergraduate option "Women in society" had generated a considerable amount of hostility from fellow academics in the male-dominated social science faculty.

In spite of the fact that this undergraduate course attracts large numbers of students, the plans to set up an MA nearly got thrown out at the first hurdle—the faculty's planning and development committee.

"There was an enormous amount of hostility," said Dr. Evans. "I think some men thought we would proselytize and change women into discontented wives and mothers. The more real criticism was whether women's studies constituted a subject or not and whether it has got intellectual respectability."

The course was also criticized for not including examinations, although two existing courses were already based solely on continuous assessment. There was further discussion about the books on the reading list. Were they purely academic or just polemical?

Although the course has now passed successfully through the planning and development committee and the faculty board and only awaits ratification by the university senate, its biggest difficulty will be finding adequate funding. This is in the light of a cutback by the Social Science Research Council on grants for one year postgraduate courses and a shift in emphasis towards management studies.

"This is a complete stumbling block," admits Dr. Evans. "We are either going to have to take part-time students over

two years or appeal for private money."

Because the course intends to prepare students for employment in trade unions, Government departments and political organizations as well as institutions dealing with predominantly female personnel, Dr. Evans hopes they will consider sponsorship.

If the organizers overcome these obstacles and manage to proceed with the MA in women's studies, it should provide a valuable opportunity for women to develop feminist theory in an academic context.

It is arguable of course that a women's studies course like this is in itself discriminatory because it puts special emphasis on women and counter-productive because it perpetuates the idea that women are a separate category.

However, it is widely accepted in the movement that some positive discrimination is necessary, although British feminists are anxious to avoid some of the pitfalls encountered in the United States where the founding of separate women's studies departments has led to the feeling that women are being studied in isolation from the rest of society.

Perhaps the ultimate aim should be to make women's studies courses redundant and campaign for the feminist perception to be absorbed into the mainstream of academic culture.

Dr. Evans says: "The next step is to abandon women's studies as such and go forward to a non-sex view of the world in all academic subjects. We are not keen on having compulsory women's studies courses, but want the ideal which is taking it for granted in any course, whatever it is about, that the experience of women is included."

Robin McKie



two years or appeal for private money."

Because the course intends to prepare students for employment in trade unions, Government departments and political organizations as well as institutions dealing with predominantly female personnel, Dr. Evans hopes they will consider sponsorship.

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New legal structure for professional training

from John Richardson

THE HAGUE
Higher professional education in the Netherlands is undergoing a major restructuring. The Dutch higher education structure is to be reorganised into a new legal basis designed to allow it to play a key, more equal, role in the new system of higher education provision planned for the 1980s.

The Minister of Education, Dr. Arie P. van der Stoep, has announced that the new structure will be based on a new legal basis designed to allow it to play a key, more equal, role in the new system of higher education provision planned for the 1980s.

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Mosque opens by 'UNO-city'

from Sue Maisterman

VIENNA
Recent political developments coinciding with the opening last autumn of the new "UNO-city" complex in Vienna has led to a new initiative to establish an "Islamic humanistic" school in the city.

A mosque has been built and opened next to the UNO-city complex in which eventually more than 10,000 United Nations employees of all nationalities will work.

The initiative for the new school has been taken by a group of academics from West Germany, Switzerland and Austria, all of whom are interested in Islamic culture. Their efforts are supported by the Islamic Council for Europe.

The project entails the financing and building of a private school for the children of UNO staff. There will be three main sections: a primary school, a secondary school, and a religious school. The religious school will be run by the Islamic Council for Europe.

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US and Germany plan to plug each other's historical gaps

from John Richardson

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But what about the younger generation of economists? While the discipline of economics in Britain, and individual economists, have undoubtedly in recent years become much more open to questions about money, its supply and role in macroeconomic policy, few academics have become converted to the faith of monetarism. The habits of the Portofino restaurant in Islington would recognize

Not long after the election he was, however, Professor Hague blotted his copybook. Addressing the Confederation of British Industry and (to his credit) thinking aloud, Professor Hague said that there was every good reason for the Government to withdraw the very large subsidy paid through tax relief to house-buyers.

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es almost non-existent consultations about the changes affecting so many of its members. And the inquiry,

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of 1973-74 have turned out to be unfounded." (p. 11)

Two thinkers on different sides of the barricades

In their lifetimes Herbert Marcuse and Talcott Parsons were hardly regarded as susceptible to analysis within a single article. They seemed to inhabit different worlds, irreconcilable to each other. Marcuse, the left-Hegelian social philosopher with his Freudian-Marxian indictment of contemporary capitalism; Parsons, the sociologist of equilibrium and the pious eastern seaboard American. In the United States, academia they represented poles apart. Parsons was the academic professional, organizing and running a university department at Harvard while significantly contributing to the building of the American Sociological Association. He embarked on the construction of social scientific theory, addressing himself to fellow professionals in an abstruse language, overlaid with nouns, largely invented by himself.

Marcuse, on the other hand, exemplified the classical intellectual—the individual social and cultural critic, communicating in a measured prose with the general educated public, more concerned with the world at large than the extramural world of mind-juggling politics that with the discipline of academic professionalism.

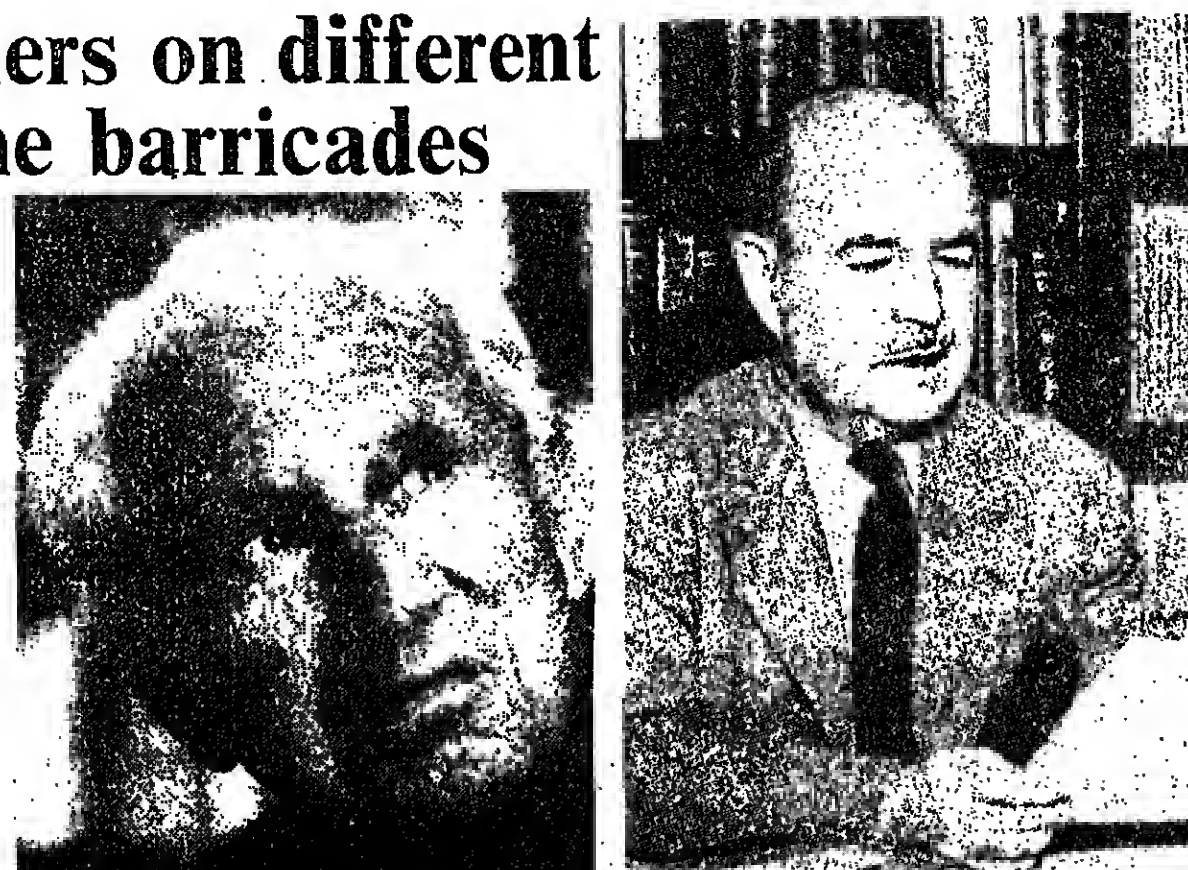
Parsons was the main figure of American sociology during the late forties, fifties, and early sixties, and provided it with its dominant theoretical framework. Given post-war geopolitics, American sociology largely synonymous with Western sociology. This was, on the whole and for a time, a quite successful enterprise, which gave the academic upstart of sociology theoretical self-confidence and sophistication, as well as respectability and institutional standing. To this project, the writings of Marcuse on Hegel, Marx, Freud and their current social implications, were simply irrelevant. And to Marcuse, Parsonian sociology was apparently too enmeshed in its own self-interest to see the world that mattered to warrant even an attack, as an example of prevailing one-dimensional thought.

In the sociology departments of the late sixties one succeeded the other in defining issues of relevance without direct confrontation. In spite of all the efforts of Parsons and others, sociology never achieved the technical rigour and self-contained insulation of liberal economics. Sociology remained the soft, undisciplined, and easily demoralized, enormously swollen by the educational explosion of the latter half of the 1960s. Tens of thousands of students were attracted to it because it seemed to promise to say something about current society. However, in vast numbers, these students who sociology had to say was at best irrelevant to the world they were facing, and at worst blatantly wrong and deceptive. Departments of sociology had to constitute much of their ground upon which the new social criticism and radical practice of the rebellious student movement emerged.

This mass movement of radical students found a resonance between their own experiences and Marcuse's theories. They recognized their own perceptions of patriarchal authoritarianism, of the hollowing and hypocrisy of liberal ideology and politics in the midst of racial violence and imperialist war, of the meaningless iron cage of the ethos of work and consumption and of the irrelevance of professionalism to mass education in Marcuse's diagnosis of the dilemmas of Eros and civilization and of the joyless, repressed, one-dimensional life of affluent capitalism.

Marcuse became a figure of worldwide fame, or notoriety depending on one's side of the barricade, while Parsons simply became irrelevant, and his influence waned rapidly over within the beleaguered compound of tattered sociology. Soon, however, the spotlight switched away from Marcuse, too, as the flames of the anti-war movement, the Vietnam war, the combined effects of these and other social and cultural changes, and the internal struggle and undercurrents of the movement, all pointing in different directions, began to wane.

In the time of influence and consequence, Marcuse and Parsons were two of the most important post-war American social theorists. Was there really any other relationship between them, apart from the obvious one of being contemporaries?



Herbert Marcuse and Talcott Parsons died last year, Göran Therborn compares their work in sociology

apart from the small historical accident that both of them died in 1979? While there was certainly no dialectical confrontation between them, they can in fact be seen as forming a unity of opposites.

First of all, Marcuse and Parsons represented two variants of a single phenomenon, one of the most significant in modern intellectual history, i.e. the transatlantic migration of science and social thought from continental Europe to the United States. Parsons and Marcuse both published their first major, and probably their most solid, and leading, works around 1940, aimed at bringing new intellectual traditions to America. Parsons' *The Structure of Social Action* appeared in 1937 and Marcuse's *Reason and Revolution* in 1941. The title of these books sum up the whole oeuvre of their authors.

Their relationship to Europe and the thought they brought across the North Atlantic were, however, opposite to each other. Parsons was American and went to Heidelberg in the twenties as one of the last in a long series of future United States scholars to get his education at the fountain of European knowledge. German in particular, though he studied in England as well. At the time, Parsons was most interested in the works on capitalism by Werner Sombart and Max Weber. While admiring their historical and institutional approach and perceptiveness, above all, those of Weber, Parsons found them too critical and pessimistic, shadowed as they were with partly aristocratic resentment.

The *Structure of Social Action* developed a brilliant tour de force in social theory and in the history of social thought. It presented a solution to both the problem of social order—the Hobbesian dilemma—and the problem of social change—the Marxian dilemma. It called the "capitalism-socialism dilemma". The solution was a "voluntaristic theory of action" stressing the crucial significance of social integration—a norm and a value—rather than the utilitarian interests while maintaining a place for non-normative aspects of social interaction.

This voluntaristic theory of action was an anti-utilitarianism, social Darwinism and anomalous idealism. It had developed and converged, though unnoted, Parsons argued at length and in detail, in the works of Alfred Marshall, who only took a first step, Vilfredo Pareto, Emile Durkheim, and Max Weber.

Marcuse came to the United States as an anti-fascist refugee, belonging to the Frankfurt Institute for Social Research, better known simply as the Frankfurt School, and the leading of European social thought.

thoughts and before Parsons' history really begins. What for Parsons were only minor currents in the pre-history of social science, the thought of Hegel and Marx, were to Marcuse the culmination of philosophy and social theory. *Reason and Revolution* is subtitled "Hegel and the Rise of Social Theory". It is a study of Hegel's dialectical philosophy and its transformation into Marx's social theory as the only reason to go forward for dialectical reason.

For Marcuse, the mode of reasoning and the concepts of Hegel and Marx, negate, criticize and point beyond the existing reality in the name of reason, in contrast to the reactionary immersion in what exists, and the social theory of Parsons, which is a study of the positive facts of society, represented by the sociological endeavour of Comte and Lorenz von Stein. Only much later would Marcuse take up one of the sociological theories of Talcott Parsons, Max Weber. At the Weber century of 1964, Marcuse attacked him for identifying reason and rationality with capitalist domination.

After their first and enduring intellectual formation, Marcuse and Parsons each discovered one major new source of intellectual inspiration. This time it was the same one, Freud. But, of course, they read and used Freud in completely different ways.

Freud and psychoanalysis were already important to the Frankfurt School in the 1930s, related to its never completed project of a critical social psychology. But at that time Marcuse's analysis of the human condition centred on the alienation and exploitation of labour. He turned to Freud as part of a general individual turn of the School after the historical defeat of the European labour movement in front of the juggernaut of fascism.

Freud and Civilization appeared as a book in 1955 but was first presented in a series of lectures in 1950-51. It is an attempt to insert an Hegelian dialectic into Freud's psychoanalysis. Marcuse takes Freud's theory of instincts or drives seriously, including that of Thanatos, the death instinct, and takes Erich Fromm and the American "revisionists" to task for their abandonment of orthodox Freudianism for a therapeutic sociology.

Marcuse starts from Freud's thesis that all civilization has been and is based on instinctual repression, and then he explores the possibility of a non-repressive civilization beyond the performance principle and beyond repressive forms of sublimation, the release of sexuality within existing patterns of social domination, as well as of sublimation.

However, Marcuse's analysis is a programme for liberation rather than a diagnosis of social trends, as

then a diagnosis of social trends, as "advanced industrial society" is in permanent mobilization against this possibility. Marcuse thus takes Freud into a new discourse on reason and revolution in which the Marxian dialectic of capitalism and class struggle is replaced by an existential one of libido and repression, occurring, it is true, on the basis of changing technological necessities and possibilities.

Parsons, for his part, uses Freud as a guide to deeper insights into the structure of social action, which in Parsons' view is always normative value-oriented behaviour. He is interested in the psychodynamic formation of the socialized individual, which to him is nothing traumatic or repressive. Psychoanalysis provides Parsons with a psychodynamic anchorage for what we might call his sociological Keynesianism, his transcendence of the simple opposition between the individual and society. Instead of an opposition Parsons sees a necessary interpenetration.

Even the most individualistic values are societal values, internalized by the individual, through the socialization of all new members of society. The key psychoanalytical link to this process is the formation of what Freud called the super ego. Parsons discovered Freud in the early 1940s and even went into psychoanalytical training, but his main interest in integrating Freud into his theory of action appeared only in 1964, the collection of essays, *Social Structure and Personality*.

Having cut their own distinctive paths through their respective traditions of European thought, Marcuse and Parsons set out to use their heritage in the New World. The Frankfurt Institute returned to West Germany after the war, but Marcuse remained in the United States, where he taught at Brandeis and, in his last years before retirement, at the University of California at San Diego.

Throughout Marcuse remained staunchly loyal to his commitment to reason (with a capital R) and revolution, though he despaired of their possible realization, especially in the fifties and sixties. His most well known work, *One-Dimensional Man* (1954) is a scathing critique of the "closed" universes of "one-dimensional" society and "one-dimensional" thought, of administrative living and the rationality of technological domination in the welfare-cum-warfare state, and of empiricism and non-dialectical philosophy, represented by the ordinary language philosophy of Wittgenstein, Ryle and Austin.

Much less widely known but no less remarkable is his *Soviet Marxism*, a critical analysis of the Soviet Union through a critique of Soviet thought, a method partly similar to Marcuse's starting critique of political economy. It is out at the end of the Cold War, 1958, but it maintained the same refusal of any anti-communist which characterized the Frankfurt position in the thirties, but later completely abandoned by Horkheimer and Adorno.

baseline for Marcuse's analysis of the Soviet Union is formulated in his 1951 opus, *Reason and Revolution*. Compared with the Marxist idea of socialism, the Soviet society was not less repressive than capitalist society—much poorer. Marcuse is a polemicist; he treats the repressive individualism and the alienation of the workers in the Soviet Union and the similarities between Soviet capitalism and the Puritan ethic, capitalism. Perhaps his most original lines of analysis are two. First, he lays out the decisive independence of the Soviet Union and the West. Second, he argues that the conflict determines their internal economies and politics and blocks the development of revolutionary forces of liberation.

Secondly, he argues that the Soviet identity, for all its similarities with the capitalist system, is unlikely to develop into an internalized repression, as in the West. Soviet identity is officially oriented to the realization of a free communism, which is a goal whose attainment is not only possible but also a reality for the Soviet Union.

Soviet Marxism first brought Marcuse into contact with the young student movement. By Dutschke's invitation to Marcuse to speak on the Soviet Union as a non-sectarian, left-wing, in the late sixties and early seventies Marcuse became an important figure in far left politics. His "thought" was then largely devoted to speeches to and conversations with radical students. Where this experience led him to best be judged from a collection of conversations and interviews, 1978, *Gespräche mit Marcuse*, which express his interest in radical revolution combined with subtle, differentiated remarks on reform, as a starting point for revolutionary practice, the positive revolutionary potential of the mass "Communist" party, a sharp line between the "Communist" party and the "Socialist" party, and a refusal to leave hell where Rudolf Buhari has called not wholly ironically, "the existing socialism". His last book, *The Aesthetic Dimension*, explores the affinity and the aesthetic and the political, and the political and the aesthetic.

The post-war Parsonianism, usually summarized under the rubric of "functionalism" or "structuralism", is a theory of social action, of socialization, and of social structure. It is a theory of social action, of socialization, and of social structure. It is a theory of social action, of socialization, and of social structure.

Parsons developed this endeavour with subtle revisions and increasing complexity and importance. The last volume of his collected essays, *The Social System* (1951), *Working Paper* (1952), *General Theory of Action* (1953), *Theories of Society* (1955), *Social Evolution and Comparative Perspectives* (1956), *Politics and Social Structure* (1959), *The Social System* (1960), *Structure and Personality* (1964), *Social Structure and Personality* (1964), *Social Structure and Personality* (1964).

Parsons' significance lies first of all in his creation of what is now regarded by all sociologists as a "classical sociology", the corpus of Durkheim and Weber, to which he added the "educational revolution" of mass education and the formation of professional men, that the "cognitive complex" had superseded the "economic complex" dominant in the nineteenth century, with which, Marcuse and Weber were concerned. Marcuse, however, was not so much concerned with the "educational revolution" as with the "cognitive complex".

In the Cultural Revolution the academy retained control over only 10 research institutes, having lost some 70 as a result of outright closure or "hiving off". It now has 112, runs four scientific universities, and even has its own scientific instrument factories.

The academy now employs 30,000 people of whom 23,000 are classified as "scientific workers" and 13,000 as technicians. Postgraduate training is again under way in order to rectify the deficiencies of what are now openly referred to as the "wasted years" when virtually no one of high calibre was recruited for research. Universities under the ministry of education are also active in basic research.

Different social thinkers

continued from facing page

sociology, psychology, and anthropology, all united at the Harvard Department of Social Relations under Parsons' leadership.

Parsonian society is constituted, above all, by common values and norms, which in later elaborations together with processes of exchange and action and social structure, human action and social structure, human action and social structure, human action and social structure.

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China's intellectual revolution

John Gardner on vice-premier Deng Xiaoping's drive to modernize higher education

Applied research is generally conducted under the auspices of government ministries, although the boundaries are sometimes blurred in establishment. Thus the Ministry of Health controls the Academy of Medical Sciences and the Academy of Traditional Chinese Medicine. The Ministry of Agriculture runs agricultural universities, and industrial ministries similarly have their own institutes and laboratories. Some of these carry out contract research for individual enterprises in industry, province and municipalities all have their own institutes which focus on matters of local concern.

The emphasis on science and technology has been accompanied by a new interest in the social sciences which, since 1977, have had their own research institutes and training staff. For obvious reasons, economic institutes are the most favoured, but interesting developments are also taking place elsewhere. Thus the new concern for Socialist Legality and China's massive export trade links have led academy researchers to become involved with the drafting of constitutional, criminal, and mercantile laws. International relations is also a growth area after the years of isolation.

Tertiary education has also regained its respectability. In April 1976, when the "Gang of Four" were at their height of their power, the country had only 500,000 university and college students—nearly 200,000 fewer than before the Cultural Revolution. Now there are

850,000 enrolled in 598 tertiary-level institutions. Of these 41 per cent are studying science and engineering, and this number should dramatically increase due to a heavy stress on science subjects now being introduced in the school curriculum. Indeed, with 65 million students in middle school and 145 million at primary level, Chinese universities are unlikely to find themselves short of candidates for decades to come.

The boom in research and higher education has brought rewards to China's 200,000 university teachers and to the scientific community. They are now held up as objects of emulation, are offered much improved working conditions, and are promised higher pay. Most important, they have greater intellectual freedom than at any time since 1949. In part this stems from attempts to "liberate Mao Zedong Thought", which began shortly after his death.

Initially it was claimed that Mao had not been nearly so hostile to intellectuals or to conventional academic criteria as was commonly supposed by those who read the statements attributed to him during the Cultural Revolution. These it was said, had been lifted out of context, distorted, and wildly exaggerated by the Gang of Four. Moderate passages from Mao's work, and previously unpublished criticisms, had been supposedly made of the ultra-left daily appeared. But these had only a limited effect in getting the intellectuals back to work. More recently, therefore, there has been a move from simply re-interpreting Mao to diminishing the importance of his ideas.

At present, for example, a propaganda campaign is attacking the "two whatevers". This refers to

those dogmatists who believe that "whatever Mao said we must resolutely follow, and whatever Mao decided we must resolutely implement". It is now admitted that Mao made mistakes and that his ideas are only to be retained if they have worked in practice. And even then they must not be regarded as the product of one genius or "divine" idea. For as a ministry of education conference pointed out a few weeks ago, his educational thinking was simply "the crystallisation of the collective work of our educational workers".

More generally, even the importance of Marxism has been reduced. "There is no systematic Marxist educational theory. Marxism is not an all-embracing science." It would be going too far to say that the ideological controls have been lifted completely, and widely optimistic to predict that the new freedom is here to stay. Obviously, liberalism has gone furthest in scientific fields of vital concern to economic modernization. It is here that China has developed numerous links with the international community. But literature and the arts have not been neglected. Chinese writers can now explore areas which were previously taboo, and academics and students can read foreign books, which are far from being models of "socialist realism". And Chinese scholars talk freely to foreigners on matters of common interest. Still, they even admit to being bored still with politics—the excesses of the Cultural Revolution.

The new freedom has, however, brought to light organizational problems which are hampering academic advance, and which also arise from the re-appearance of conservative attitudes. It is well-known that the

Chinese political leadership is relatively elderly in Western terms.

This is also true of academic life where relatively young people, promoted in the Cultural Revolution, have been replaced by older scholars. It is not uncommon to meet academics in their 70s and even 80s, some of whom have been urged to take up positions of leadership despite ill health. The result is that, although political appointments no longer dominate the universities, the professionals who have replaced them sometimes have attitudes which impede the efficient management of educational and scientific resources.

For example, staff-student ratios in many universities are as favourable as 1:3. In part this stems from the continued employment of many lecturers appointed in the Cultural Revolution who, in the eyes of older scholars, are now deemed to be totally unqualified to teach. It also results from a long-standing policy of the continued employment of many lecturers appointed in the Cultural Revolution who, in the eyes of older scholars, are now deemed to be totally unqualified to teach. It also results from a long-standing policy of the continued employment of many lecturers appointed in the Cultural Revolution who, in the eyes of older scholars, are now deemed to be totally unqualified to teach.

Conservative thinking also shows itself in the compartmentalization of academic life. Deconcentration has obvious merits, but it results in times in wasteful duplication and a general lack of co-operation between government departments and between universities.

To be sure, there are signs that these problems are recognized at the highest levels and that, under the leadership of Jiang Nanchang, one of China's most distinguished educational administrators, who was appointed Minister of Education in February, they will be resolved.

The author is a senior lecturer in Government at the University of Manchester.

Parsons was usually attacked by his critics for the abstractness of his theory. However, he may perhaps prove more useful than he is not abstract enough. He theory remained a frame of reference and never reached the stage of a propositional theory and his conceptual language was too abstract to enter any kind of formal university. It was permeated by Parsons' personal approach to and selection of theories, a very personal grammar, and Parsons' particular socio-political evaluations. He failed to consolidate his bold interdisciplinary enterprise, and the same kind of effort is now developing in other directions: socio-linguistics, socio-philosophy, information theory, formal systems theory.

Ideologically, a counterattack from the right will now have to directly confront the theory that constituted the great void in Parsons' enormous erudition, Marxism. It will have to do so in a period when neither the economic management of Keynesianism proper, nor the mechanisms of social integration of Parsonian sociological Keynesian hold sway.

The very features which Parsons banished from society—violence, coercion, economic constraint, social polarization—are reasserting themselves, as caught between cultural despair and apocalyptic revolt. The times of the millenarian hopes of 1917-18 as well as of the fascist nightmares of the great American celebration and of the student rebellion have all passed, the times which spoke to us, with the utmost honesty and courage, in the crystalline prose of Herbert Marcuse.

The universities are turning to the right again. Does this forebode a return to the old order, or not, to any significant degree.

The author is, acting professor of sociology at the University of Colorado, Boulder.

world on course

The author is a reader in the sociological studies department at the University of Sheffield.

BOOKS

Falling short of meritocracy

Origins and Destinations: family, class and education in modern Britain
by A. H. Halsey, A. F. Heoth and J. M. Ridge
Oxford University Press, £11.00 and £4.95
ISBN 0-19-827224-3 and 82749-9

There is one sense in which social democracy can be said to have failed us. It is this. It has not found ways of giving all children, all young people and all adults an equal education. There are some who spend many years being educated; many of them will have much money, time and attention lavished upon them. There are others whose educational experience is limited to the years of compulsory schooling and on whom less than half the resources allocated to the most educationally privileged will be spent.

Over the last quarter of a century these facts have become known to growing numbers of informed people. How they respond to them will depend above all on their ideological beliefs about the kind of society they believe is desirable and possible. Some will regard it as inevitable, indeed acceptable, outcome of differences in the distribution of intelligence, of talent, of drive. They will see no contradiction in the co-existence of a provision of education on a generous scale for those already privileged in material terms, while the poorer members of the community are provided for less generously.

Others, including myself, believe that this division of educational spoils is unjust. Some of us also believe that it is wasteful. The authors of *Origins and Destinations* share those beliefs, although they do not always make them explicit. Their starting point is to ask the question whether education can change society rather than to state a position on the need for a more equal society. However, the underlying beliefs of the authors pass through the closely argued analysis of their data from time to time. They are based on doubt on their own part, their knowledge and interpretation of the work of others on educational opportunity, as well as on their own values and ideology, which in the case of A. H. Halsey, is well known through his *Reluctant Lovers* and other writings.

The authors quote R. H. Tawney on a number of occasions. In doing so they imply that they share many of his views about equality. Extremes of wealth and poverty within industrial societies, do degrade them and their members. Great differences in the amount and quality of education individuals and groups receive are degrading too. In part, because of the distribution of these differences the distribution of power continues to be so unequal that many members of these societies have little or no control over their own destinies.

Many of those who read this book will doubt that Tawney's perspective. But most of them will believe that education can reduce inequalities. There is a cynicism about the capacity to bring about changes that will make society more equal. But the inevitability of substantial inequality is not given. Social engineering has become a pejorative term in certain circles. It should not be. Although much of this book comes to some of the same conclusions about the limited scope of educational policy which have been reached, with the aim of achieving greater equality, they should not be interpreted to mean that nothing can be done. The problem is that so far we have not tried hard enough.

Educational experience, outside the home and with, continue to be of considerable importance in shaping people's lives. While the most important of family background in determining life chances must be acknowledged, these should not be altered by education. Education, however, has a wider impact on the individual, they are likely to have a long-term effect far beyond their immediate impact.

even though they spend more on education. The authors of *Origins and Destinations* spend inside them and what happens to them while they are there are not unimportant influences whose effects can be wiped out by luck and other chance factors. This book provides some further evidence to support this, though it does not address the question directly. In so doing it supports the findings of Rutter and his co-authors in another important though very different kind of empirical study, which was published last year under the title *15,000 Hours*.

There is a considerable literature on education and equality, much of it written in the past two decades. Many contemporary social scientists have been fascinated by this relationship. Sociologists in particular have written extensively about it, often examining it as a factor of the study of social stratification. *Origins and Destinations* is the latest contribution to these writings. And it should be said at the outset that it is a distinguished and distinctive contribution.

As the authors themselves point out, it is a study in the tradition of political arithmetic which goes back to Malthus, Booth and the Webbs, and more recently to David Glass's work on social mobility at the London School of Economics in the late 1940s and early 1950s. It is, however, distinctive in its attempt to use quantitative data from a large sample to throw light on the validity of certain theories, in particular those of the French sociologist Pierre Bourdieu. It also makes use of a number of sophisticated modern statistical techniques, not available when the last large scale survey of this type in Britain was undertaken by Glass.

The sample is of 10,000 men aged between 20 and 64 and living in England and Wales in 1972. The nature of the sample provides the first important criticism of not just this book but its companion volume by John Goldthorpe on *Social Mobility and Class Structure* and the subsequent studies that follow in the pipeline based on this survey. It is confined to men. The rationale for this was that Glass's study was based on a sample of men as was that of Duncan's major study of mobility in the USA in the 1960s. In order to make comparisons with Britain over two different periods and between Britain and America, data about women would be unnecessary, indeed useless. This is not altogether convincing.

The inclusion of women in the sample would have prevented such comparisons since data on them could easily have been eliminated from that part of the analysis. There are two senses in which their exclusion is a matter of regret. First, it is possible to see from this sample how they have progressed during the past 40 years in terms of educational opportunities and how any such progress compares to that of men. Second, it means that the next major mobility survey in 10 or 15 years time, which will surely include women, will not be able to make any comparisons with the findings of this study as far as half the population is concerned. Since one of the most important social changes of the last decade has been the educational and occupational advance of women, which seems highly likely to be maintained, it is not increased over the next decade, this is a great pity.

The data itself is limited to a fairly small number of questions about the education of the respondent. The type of school attended by both the primary and secondary stage, schooling level and qualifications and post-secondary education. No data of a qualitative kind, such as attitudes to education, is included. It is clear that the survey was not designed to study social mobility, but about social mobility, it explains this. It does however mean that at times the authors have had to stretch their data, for example, the use of proxy and other indirect methods to answer the questions they pose.

It is useful to list these questions. In the authors' own words:

1. What have been the class differences in access to education?

2. How far has the British educational system achieved its goal of meritocracy?

3. What are the handicaps which prevent individuals attaining educational success?

4. What are the likely consequences of comprehensive reform for the achievement of goals such as equality of opportunity and equality of results?

5. Is the structure of the educational system important?

The key question to which the authors devote the most attention is the first. They ask how far these differences have changed over time and whether changes in policy, particularly those associated with the 1944 Act, and general educational expansion, have led to greater equality of class chances. Some of their most interesting and controversial analyses concern the second question, where they attempt to quantify the degree to which twentieth-century Britain has achieved its goal of meritocracy in the form of education according to

need of different classes to the system has not changed much over the period. The book is in fact about men educated before Tony Crosland's circular of 1959 asking local authorities to re-organise secondary education.

For politicians and policy makers interested in the contemporary world this may give the book a slightly dated look. It is, however, an immensely useful analysis and assessment of aspects of the tripartite system. For example, it draws our attention to a way that no other study has done before to the importance of the technical schools. It shows how working-class boys through expansion of the grammar schools in the postwar period were largely wiped out by the decline of the technical schools at the same time. A history of the rise and fall of the technical schools has yet to be written. In a period when politicians frequently lament what they perceive as a bias in our educational system

access is a function of class in average intelligence between social classes (such as National Characters still exist in higher levels than those of us who were the relatively enlightened class university social science departments realize) are shown conclusively to be wrong. And selective schools in the independent and state sectors is more ready for working class and intermediate class boys even when the fraction of IQ is taken into account. Other words, at the margin, at these schools show a preponderance over ability. This is thus an ineffective mechanism. The authors also conclude that the boys of similar ability end up in different schools, and that the main types of state school which are most successful in this respect are the relatively enlightened class university social science departments realize) are shown conclusively to be wrong. And selective schools in the independent and state sectors is more ready for working class and intermediate class boys even when the fraction of IQ is taken into account.

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An important criticism of this study is that its sample excludes women. The authors of *Origins and Destinations* are concerned that the educational and occupational advance of women... this is a great pity.

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Philosophes

Philosophers of the Enlightenment
edited by S. C. Brown
Harvester Press, £15.95
ISBN 0 85527 605 3

Although this collection of 11 Royal Institute of Philosophy lectures, plus an editorial introduction, ranges widely, it would be over-optimistic to expect it to add up to a book on the Enlightenment. For one thing, it is not so comprehensive: Voltaire, 'surely the only real rival to Descartes as an embodiment of the Enlightenment spirit', receives no space remotely commensurate with that status. And it does not have that unity: despite the editor's contention that Butler and Rousseau can properly be thought of as part of the Enlightenment, no significant support for this emerges from the book. Some of the papers, although about unilluminated Enlightenment figures, are not concerned to exhibit their connection with the movement. Nor have the contributors all attempted the same sort of thing, for some have picked a philosopher and given a broad sketch of his work; some have extracted a single theme from the work of several philosophers; some have concentrated on a single thinker's treatment of one problem.

The reader, to short, might be better advised to expect a miscellany of pieces on European philosophy of approximately 1650 to 1800. There is no space here for critical discussion of each individual item. It would, however, direct attention to Bernard Harrison's resuscitation of Kant's ethics, felt by so many to have been labelled a history of thought and laid respectfully to rest; at the same time I would be interested to know whether his account of Kant's proscription of suicide would run as smoothly if he took as the maxim to be refuted not 'if such and such circumstances arise, take your own life' but 'surely more realistically! Under such and such circumstances it is permissible to take your own life'. Nor should one miss Ian White's subtle paper, which incidentally put in to my naive assumption that Condorcet's work, coming as it did in the 1780s, had something to do with democracy. Not a bit of it: the point of majority voting was justified to judge of the matter in question, it gave a higher probability of reaching the truth, and had nothing to do with the desirability of allowing weight to the feelings of all interested parties. I shall also terribly regret the lectures of Forbes and Phillips, and I imagined I shall not be alone in feeling less than disappointed for having read Brumfiel. But in spite of this, the collection as a whole, while always maintaining a perfectly acceptable level, was a little short of sparkle.

E. J. Craig
The author is a fellow of Churchill College, Cambridge.

Professor White claims that by his step-by-step analysis of the logic of the work, and carefully developed train of thought, it contains what is brought out. He also sets out to defend Plato's approach to morality against some serious criticisms. Although I find him convincing on these points, the detailed analysis of the work that he gives is valuable for other reasons. He gives us a summary, printed in capitals and divided into short paragraphs, accompanied by two kinds of notes, less and more technical. There is also a long introduction which gives a view of the work of the *Republic*. Though unattractive in appearance, the book will help readers to understand Plato's ideas, and guide them to some of the other literature available on the interpretation of Plato's work and, and this work will seem to many, old-fashioned, going back as it does beyond the analytical studies of today, and the political arguments

Human Rights Theories: their origins and development
by Richard Tuck
Cambridge University Press, £10.50
ISBN 0 521 22512 4

It is a feature of Anglo-Saxon moral and political philosophy that it has been seen as the language of morality, including the moral aspects of political language, can be adequately analysed in terms of the feasibility of the right (or duty) and the good. Thus, political philosophy is well on its way to becoming a branch of logic, or at least, a branch of philosophy. The history of the theory moves from the Middle Ages through the Renaissance to the modern period. The history of the theory moves from the Middle Ages through the Renaissance to the modern period. The history of the theory moves from the Middle Ages through the Renaissance to the modern period.

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Barrow and pumpkin

On Thinking
by Gilbert Ryle
edited by Konstantin Kolenda
Blackwell, £7.95
ISBN 0 631 10941 2

The eight papers collected in this volume, edited with an introduction by Konstantin Kolenda and a preface from Geoffrey Warnock, usefully summarize Ryle's work on thinking towards the end of his life. They fit naturally together as a supplement both to *The Concept of Mind* and the *Collected Papers*.

One dominant and recurring symbol, Reddy's *Le Penseur*, marks the residual, but by no means peripheral, problem left by Ryle's earlier influential work. The problem can be put in a weak or a strong form. Suppose I ask, as we say, just thinking and not at present manifesting in my behaviour any clues as to the specific nature of that phenomenon. The weaker problem is how in such a case can it be made plausible that neither a Cartesian nor a behaviourist account of this phenomenon is correct? The stronger version would be: what non-Cartesian, non-behaviourist, account should be given of this?

Ryle's position reveals some changes from his earlier views. He is clearer now that both Cartesian and behaviourist are heretical, where before, as he now admits, his reputation for the former gave some impression of allegiance to the latter. Again, in his earlier work he had tried to forge a semi-technical

A Companion to Plato's *Republic*
by Nicholas P. White
Blackwell, £9.95
ISBN 0 631 10781 9

apparatus of category-mistakes, dislocate the ground in an extra 'lateral' place of quasi-stone-throwing, while the other (incentive) is as a postulated 'external' feature of physical stone-throwing. Both are wrong, according to Ryle, in looking for such an additional item in all. The right way to deal with the difference is rather to exhibit the category-distinctions and category-dependencies between these items on the categorical ladder.

The sums technique is to resolve the stronger version. Just thinking is not, in any case, just one simple performance, whether inner or outer. Ryle's treatment of it is typically rich in examples, not least because the new adds further accounts of imagination as a part of, or as opposed to, thinking. The right, positive, account of thinking would again locate the various cases on a category scale in relation to other host or parasitic actions.

It would be difficult to feel that Ryle has advertised his categorical ladder as fully as possible. Some philosophers, and more psychologists, will complain of incoherence in Ryle's positive account, even if they are sympathetic to his critique of Cartesianism and behaviourism. Such a complaint is fair, but perhaps Ryle is not offering substantive theories so much as pointing away from these that are clearly erroneous.

Graham Bird
The author is professor of philosophy at Stirling University.

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Theism

The Existence of God
by Richard Swinburne
Clarendon Press: Oxford University Press, £13.00
ISBN 0 19 824611 0

The central doctrinal systems of the three great 'western' religions of Judaism, Islam and Christianity presuppose the truth of theism, which is the belief that there is a god who is a person without body, eternal, perfectly free, omnipotent, omniscient, perfectly good and the creator of all things. In this volume Professor Swinburne argues that there is a higher probability that this theistic belief in the existence of God is true than that it is false.

As in his previous substantial volume, *The Coherence of Belief* (1977), he states his case with lucidity, clarity and full rigour of philosophical analysis which will earn the respect, if not the agreement, of the most 'professional' of his philosophical opponents. In achieving this much, he has done a great deal to clear the ground of religion in the cold climate of contemporary philosophical indifference.

The theistic claim that God exists can be immediately countered: by establishing either that the concept of God is incoherent or that the 'proofs' of the existence of God are unsound. The classical literature of the philosophy of religion contains three great proofs to the existence of God—the ontological, the cosmological and the teleological. Kant decisively criticized all three and then developed a moral argument, not a 'proof', to the existence of God. Swinburne agrees with Kant that all three proofs fail if they are interpreted as *a priori* deductive arguments, on the grounds that even if one grants that they are formally valid, one can question the truth of some of their premises.

Swinburne's enterprise centres on treating all sound arguments to the existence of God as *a posteriori* inductive arguments, relying on premises drawn from experience, and reaching conclusions possessing a greater or lesser probability. Ignoring the ontological whose premises anyway do not appeal to experience, Swinburne concentrates on refashioning the cosmological and the teleological, together with so-called moral argument, and theistic arguments based on appeal to history and to religious experience, as *a posteriori* inductive arguments.

The philosophical inspiration for this enterprise is, not original, but derives from the classical philosophy of Thomas and Aristotelianism. What is highly original is Swinburne's application of modern confirmation theory, with all its highly technical, logical and philosophical detail, concerning probability, to theistic problems. In so doing it represents the first full-scale application of confirmation theory to the philosophy of religion.

Theologians will welcome this volume because it deploys such detailed philosophical expertise in the service of theism and because it reaffirms the traditional view that theological propositions possess truth values. Philosophers will doubt whether confirmation theory can be applied to these problems, but will question Swinburne's modified Hempelian, deductive/nomological philosophy of science, will wonder whether dualism, such as strong strain in naturalistic theism, should be rejected, and whether religious belief can be interpreted as any kind of scientific hypothesis, and whether the quantity and not the sheer fact of evil is the main stumbling block to theistic belief. Swinburne's reply is that theistic belief can be interpreted as any kind of scientific hypothesis, and whether the quantity and not the sheer fact of evil is the main stumbling block to theistic belief. Swinburne's reply is that theistic belief can be interpreted as any kind of scientific hypothesis, and whether the quantity and not the sheer fact of evil is the main stumbling block to theistic belief.

T. A. Roberts
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IN COMMUNICATION STUDIES

In 1980 the College will be offering a new Bachelor of Arts award in Communication Studies.

Candidates should have appropriate qualifications and experience in some aspects of communication theory; this may be in the context of the Sociology of Mass Communication, Cultural Studies, Non-Verbal Communication, Linguistics and Discourse Studies, Semiology, Film Studies or Media Studies.

Applicants seeking appointment at the higher level will be expected to take a leading part in all aspects of the development and administration of the award. It is expected that candidates for the senior appointment will have tertiary level experience in teaching and research.

In addition to the new award the College also offers the following major awards:

Bachelor of Arts, Journalism
Associate Diploma in Liberal Studies
Diploma in Teaching
Bachelor of Education
Post-Graduate Diploma in Teaching

Salaries as at December, 1979, are as follows:

Sr. L1 \$21,924-\$25,400
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Lect. 2 \$16,294-\$18,430
Lect. 3 \$14,044-\$16,089

Applications including name, address, academic qualifications, professional experience, and the names and addresses of three referees should be forwarded to The Secretary, Personnel, to reach her not later than February 14, 1980.

HAWKESBURY AGRICULTURAL COLLEGE

(A College of Advanced Education)

Richmond, N.S.W., Australia

SCHOOL OF AGRICULTURE

SENIOR LECTURER IN ORNAMENTAL/AMENITY HORTICULTURE

Hawkesbury Agricultural College at Richmond, N.S.W. was established in 1961, gazetted as a College of Advanced Education in 1972 and incorporated as an autonomous College in 1976. The College offers vocational training and applied research and development programmes in areas concerned with the growing, processing, marketing, management and utilisation of biological resources and in the closely related areas of land and property management (Valuation) and adult education (Extension).

The College is also being developed to meet the needs of the growing population of the metropolitan area. The College is currently offering a wide spectrum of positions in Agriculture and related industries.

Each of the four Resource Centres of the College, viz. Animal Production, Plant Production, Engineering and Horticulture, is headed by a Department Head. A 1,500 ha estate is divided into a number of commercial and experimental units.

Applicants are invited for the position of Senior Lecturer in Ornamental/Amenity Horticulture. The position will be expected to direct and supervise the applied studies project work of students.

OUTLINES: Responsible for the lecturing commitments to both Associate Diploma and Diploma students. In addition to lecturing, the position will be expected to further develop the academic area ensuring that the educational philosophy and content of the subject are oriented towards the needs of the industry. The position will be expected to direct and supervise the applied studies project work of students.

QUALIFICATIONS: Applicants should have recognised qualifications in Ornamental/Amenity Horticulture and have extensive industry and/or academic experience.

CONDITIONS: The appointment is for a fixed term of three (3) years. Public service conditions apply in respect of recreation leave and sick leave, etc. Assistance with relocation expenses and short-term accommodation will be available under certain circumstances.

SALARY: Senior Lecturer \$24,000 p.a. - \$25,476 p.a.; Senior Lecturer II \$21,856 p.a. - \$23,405 p.a.

Further information about the position and the College can be obtained by contacting Dr. J. J. Haggerty, School of Horticulture, Hawkesbury Agricultural College, Richmond, N.S.W. 2793, Australia, on Friday, 15th February, 1980.

Universiteit van Amsterdam

Applications are invited for the post of

part-time lecturer (m/f)

(60% of full-time post)

in the English Department.

The applicant must be a specialist (M.A.) in English, with training in EFL and Sociolinguistics. The main task is to share work at all levels with a full-time American colleague on a still-developing Anglo-American Studies course. Ability to assist, in case of need, in other established undergraduate courses, e.g. Grammar, would be preferred.

Some 40% of the work-time is available for research associated with the main field of instruction; publications and/or work for a higher degree are expected. As soon as the appointee achieves reasonable competence in Dutch, management duties within the Department will absorb a further 20% of work-time.

Salary £ 6000 - £ 9000 according to experience, qualifications, etc.

Applications, with relevant details including phononumber and supporting letter, within 3 weeks to: Appt. Committee AAS, Engels Seminarium, Spuistraat 210, 1012 VT Amsterdam, Holland, quoting number 3098, who can also supply further information if required.

Universiteit van Amsterdam

The Anthropological-Sociological Institute of the University of Amsterdam has a vacancy for a

part-time lectorship in women studies.

Her/his tasks will be: teaching and research in the area of women studies in the context of cultural anthropology and non-Western sociology. Administrative activities focussed on the co-ordination of women studies at the Institute.

Requirements: Masters and/or Doctoral Degree in one of the social sciences with a major and/or minor in cultural anthropology and non-Western sociology.

Competence in feminist anthropology and a knowledge of recent developments in the field.

Familiarity with and/or involvement in the feminist movement. Social scientists with publications and/or research in feminist anthropology are especially encouraged to apply.

The candidate will be expected to have a passable mastery of Dutch within one year from the date of appointment.

Applications should be submitted within 14 days to:

Dr. B. Scholte,
A.S.C., Sorgholstraat 106A,
1018 GV Amsterdam, The Netherlands,
quoting number 3468.
For further information please contact the person above or call (020) 522 3830.

Holidays and Accommodation

DUNKHOUSE, SNOWDONIA

CLASSIFIED

ADS.

ALSO APPEAR ON PAGE 4

Denied the right to arbitration



My experience in the last set of negotiations has reinforced my view that the universities' pay negotiating machinery needs updating as a matter of urgency.

After 1970 there was no salary and AUT had no recognition of negotiating pay on behalf of its members. In that year present machinery was set up as a result of a number of compromises between the Government, CVCP, and the AUT.

It consisted of a two-stage committee procedure. Committee A was the AUT negotiated with the Government on behalf of its members (as employers) under independent chairman, whose job was to mediate, and if necessary arbitrate, between the two sides.

Once agreement was reached on Committee A, the AUT, CVCP, and the independent chairman met to meet the DES on a salary settlement. It was called Committee B at which a final pay settlement was arrived at by agreement or—if there

was no agreement—by a three-person arbitration tribunal. The snag about arbitration was that the parties could not resort to it unilaterally, but only by agreement, such agreement not to be unreasonably withheld.

In the past 10 years arbitration has been refused by the DES twice, and only on one occasion had an arbitration hearing taken place. The machinery worked reasonably well while supplementation of the recurrent grant automatically took place when a salary settlement was reached. However, in stringent economic circumstances and with the operation of cash limits, the machinery has been put under considerable strain.

Last year the AUT proposed to all the parties that the two-stage machinery be replaced by a single stage committee. On this would all the DES, the UAP and the AUT (with the UGC present as advisers). But after one meeting discussions were postponed until the 1979-80 salary negotiations had been resolved. Before these negotiations (which have just been concluded) we had the ludicrous position of a staged settlement being negotiated in two different places. On Committee A, which might be termed a normal October 1, 1979 increase was settled *de facto*. Although the settlement had to be approved on

AUT

Committee B, this seemed to be no more than a formality on this occasion. The element relating to the Clegg commission survey of university teachers' pay was settled on Committee B.

This is not the way that good negotiation procedures should be carried out. It would be far more sensible to settle the whole issue of university teachers' pay in a single stage committee machinery. Under such a machinery, the Government must obviously have a presence. Salaries and wages represent such a large proportion of the universities' cash limit that in fixing that cash limit the Government must pre-empt in advance the approximate level of university teachers' salary settlement—whether this be generous or other-

Laurie Sapper

The author is general secretary of the Association of University Teachers.

recommend a completely independent body to take over the work of the Council of Engineering Institutions and the University Grants Committee; then it was about to soften its approach radically; and finally it returned to the relatively firm position revealed in the final draft.

One might have expected this constant stream of confidential disclosures to be upsetting to Sir Monty and his team. But the view of the former Steel Corporation chief was that the longer his committee's work remained in the public eye, the better for convincing the Government that its recommendations were the right ones.

To a certain extent, he has been proved correct. Not only has his committee attracted constant publicity for the past two years, but the report was still expected to full Prime coverage last week.

"Sir Monty attacks the engineers," squeaked *The Evening News*. "Engineers slammed by bebbled *The Evening Standard*." "Sir Monty's power out, upsets engineers," crowed *The Daily Mail*. Strongly, the Sun said nothing.

In general, the quality newspapers also reacted favourably to the report, although—no surprisingly—responses from some of the engineering institutions have complained bitterly about "certain serious omissions".

"Sir Monty is undismayed," I expect, resistance," he told the Press conference. "But I hope it will be constructive and not just picking at a time when the economy is going downhill. The report is vital to our future. It is certainly unlikely to become a best-seller—but the committee's work will be sorely needed. If nothing else, an almost limitless pool of unemployable graduates and vague rumours has been lost to industry and education hocks throughout Britain."

However, there are some grounds for optimism, for the next six months will no doubt be spent by journalists making wild and baseless guesses on how the Government might decide to implement the report. Flanniston, it seems, is dead. Long live Flanniston!

Don's diary

Promise of hits. Telephone call from BBC Manchester in September can I go to Paris, in November, to prepare a programme commemorating the twentieth anniversary of Camus's death? Promise accepted, with alacrity. Paris, in turn-time, all expenses paid. I shall be able to eat meat.

Write letters to a score of eminent figures in the left-bank/anti-establishment beseeching interviews. Receive three replies, one saying "No". Vice-Chancellor grants me temporary leave of absence. Arrange, without difficulty, for my colleagues to take my classes. How nice the English are.

Sunday

Fly to Paris, 24 hours after computer error almost sends us all to kingdom come by warning of non-existent missile attack against United States.

Land, without incident (not by DC10) or Roissy-Charles de Gaulle airport. Total bewilderment. Normally I travel to Paris by bus (poverty, fear of flying, desire for longevity). This also has the advantage of depositing me in the heart of Paris, pre-1960 Paris of my student days. But Roissy is a modernized version of Jean-Luc Godard's *Alphaville*: its corridors protected from the already excluded elements by long, uninterrupted, transparent, pre-shaped plastic floors forming a pattern as complex, absurd and incomprehensible as the splendid staircases in any Piranesi prison.

The BBC producer in charge of the programme, SW, looks at me with some suspicion. Clearly he thinks I am an imposter. No real Professor of French could be so ignorant of the land whose culture he professes as not to know how to get from this airport to Salu-Germain-des-Prés.

Monday

First interview, with student living in the original Latin quarter (I know which streets are which here: SW becomes less suspicious). But French students clearly live higher off the hog than they did in my day: well-warmed, beautifully decorated room, at least £1,000 worth of Persian carpets on the floor, invaluable ethnological objects, a large number of books, no sign of cooking implements.

As my questions evoke the impressionistic rhetoric at which the French so constantly excel, SW almost believes that I am who I claim to be. Only when we are back alone the street agent shows he tells me the truth. He probably won't be able to use any of this session because the French was too fast for potential Radio 3 listeners.

Dine with SW in chic Bistrot. *Aldouffite en un blanc*, followed by *boeuf bourguignon*, cooked au beurre and profiteroles. At least I shall be able to say, if the next computer mistake is not corrected in time, that I have lived.

Tuesday

08.40. Arrive for 09.00 appointment with BHL, top of the pops in the latest philosophical movement to take Paris by intellectual storm. More than worth the wait. Splendid fluency, marvellous ideas, great originality. Speaks slowly enough for a Radio 3 audience, as well.

Straight on to see JJB, who has just returned to a book arguing that Camus wrote ideal *Leviathan* texts, that no more than an intellectual flourish for interviews. How well the French explain everything to everyone, in their loud, clear, self-confident voices. No wonder their civil servant rings round every body else in the BBC.

Wednesday

More visits, more interviews. Some remember Camus as charming, always laughing, totally at home in the social as well as the physical

world. Others as tense, mindy, self-righteous, and intolerant. Some put his work at the same level as Shaw, Gide or Thomas Mann. Others compare him with Galsworthy or Paul Dourgas to the advantage of the latter.

My host, an old student friend, gives a dinner party for me. Splendid woman doctor, originally from Perpignan, relates how a Persian woman friend of hers spoke of using the *Ayatollah* to oust the Shah; of alien finding another, *senior* rebel, to oust Khomeini; thus introducing a modern state with alcohol, the Pill, and bare-faced women dining alone in the Tehran.

Thursday

Med taxi driver takes us to visit well-known schools temporarily closed since 10 miles east of Bastille. A swift solution to the Iranian problem: drop a few atom bombs and put all the bloody Arabs back chewing dates under the palm trees.

Friday

It must be true. Three eminent French critics with whom I have discussed Camus's political ideas have all said it: French left-wing intellectuals finally became disillusioned with Communism only when it produced a military dictatorship in Vietnam and a highly successful attempt at genocide in Cambodia. No wonder Camus had so hard a row to hoe in the 1940s and 1950s, trying to make the denizens of St Germain-des-Prés see how vile the Communists were.

Saturday

France may be richer than it was in my and Camus's day, but Paris has lost an invaluable asset: there are no more *vegasiennes*. Which makes life uncomfortable for two middle-aged gentlemen on a chilly November morning. Fortunately, there are even more cafes than ever. A direct consequence of the removal of the old convenience? When will a French aristocrat letch on to this and write a *Clochemen* in reverse?

The more reluctant the French are to reply by letter, the more loquacious they are when finally cornered by telephone. Record two interviews, each lasting 90 minutes or so. I try to break to the eminent interviewee the news that only snatches of their rambling reminiscences are actually going to be included in a 50-minute programme. They do not seem to mind. The tape recorder alone clearly offers sufficient satisfaction to the verbal Narcissist.

Late lunch with banker friend. He has no doubts about the issue which helped to make Camus's last years so miserable. But we should have got out of Algeria in 1960, even earlier. Look how easily the *piens noirs* were absorbed after 1962. It was a false problem, from the very beginning.

Poor old Camus. His family had lived in Algeria since 1849. In 1962, they came "back" to France. A whole part of his life had been demolished by the attempt to make life worth living for the Arabs in Algeria as well as for the Europeans. Perhaps fortunate, died when he did in a motor car accident, with his railway ticket in his pocket. Otherwise it might have been more slowly, of a broken heart.

Seminalist colonialist nostalgia rapidly dispelled by final interview, dwelling on the contrast between Camus's immense success with *l'homme* (no Apollinaire, not a cold-war icon, either) and the extreme purity of his work as far as sex is concerned.

Sunday

Roissy-Charles de Gaulle has five different restaurants. That, at least, I can understand. Smooth flight back to Manchester.

Philip Thody

THE TIMES HIGHER EDUCATION SUPPLEMENT 18.1.88



"Vice-chancellor, sir, I wonder if I might interpose for just a moment." He was Ju. No doubt about it. Fully interposed. Lapping the line slightly forward and played the only card left in the pack. Vice-chancellor: I'm sorry to interrupt. Professor Grebbin, but surely this is a topic on which we ought to hear the views of the student representatives on this board."

Yours faithfully,
R. G. POWELL,
National chairman,
Association of Polytechnic
Teachers.

Yours faithfully,
H. V. BECK,
Senior lecturer in management studies,
Hartford Polytechnic College, Hartford, Conn.

Yours sincerely,
PAUL MATTHEWS,
Vice-Chancellor.

thus providing those countries
chance to develop their own
of advanced research.

Yours faithfully,

DA COSTA

...it is true that student demand for Russian studies has diminished since the 1960s and that consequently some rationalization is certainly justified. It is not at all clear that major surveys of child care

If it is accepted that the higher education system should meet

where student numbers in the schools are falling. It would be more valuable to investigate ways of halting the decline in modern language study in the schools, than responding in an exaggerated way

performances after a full day in office or laboratory or in front of a class of youngsters. Especially so, when degrees or diploma study requires the same level of commitment to be kept up continuously for several

income is the key to institutional survival, universities can hardly be blamed for concentrating their efforts on what brings in the money—even if it does mean cutting out kinds of provision that are

Recognition for the part-timer



William Taylor

Think of the part-time student en-
 you think of the early and lat

For individuals and institutions, the part-time study provides costs that are as beneficial. Not everyone has the time to attend lectures, contribute to seminars, facing tutors, conducting experiments, reading papers, writing essays and preparing for examinations full day to offer or laboratory in front of a class of youngsters. Especially so, who are degree or diploma study require the same level of commitment to be kept up continuously for several years. After a bad day, even the effort of getting there, finding some

High time, then, that proper recognition be given to the part-time university student. The public sector salary structure has for years encouraged polytechnic to shepherd their lower-level talents to the private sector, away from the more advanced work. If maximizing income is the key to institutional survival, universities can hardly be blamed for concentrating their efforts on what brings in the money—even if it does mean cutting out the best kind of talent. It is an important element in broader educational policies.

Colleges into polytechnics?

...Committee is
...to reduce the nation's
...of university level Russian
...
...at a time when the world
...in danger of a return to nic
...C. I. C. War conditions of the
...the committee's proposals
...seem to say the least, myopic.
...While it is true that student demand
...for Russian studies has diminished
...since the 1960s, and that consery
...tively some, rationalization is cor
...tarily justified, it is not at all clear
...that major changes of this order
...will be in the nation's long-term
...interests.

knowledge of the culture of Tolstoy and Dostoevsky, there are also powerful geo-political reasons for not halving our Russian Studies capacity. There are after all only two world super-powers, the United States and the Soviet Union. While our shared illogistic inheritance with North America facilitates communication, the linguistic and cultural differences between Russia and Britain constitute a formidable barrier to mutual comprehension.

If it is accepted that the higher education system should meet broadly-based long-term needs, Russia

should try to maintain as high a level as possible. In any case so much depends on what goes on in such forms. Whatever happens to Russian may be just a foretaste of what could happen to other modern languages. Russian is not the only subject where student numbers are falling. It would be more valuable to investigate ways of halting the decline in modern languages study in the schools, than responding in an exaggerated way to diminishing student demand in the universities.

For individuals and institutions, part-time study involves costs as well as benefits. Not everyone feels like attending lectures, contributing to seminars, facing tutors, conducting experiments, reading papers, writing essays and preparing dissertations after a full day to class or laboratory or in front of a class of youngsters. Especially so, when degrees or diploma study required the same level of commitment to be kept up continuously for several years. After a bad day, even the effort of getting there finds some

High time, then, that proper recognition be given to the public sector university student. The public sector salary structure has for years encouraged polytechnics to shed their lower level (and arguably more useful) courses in favour of more advanced work. If maximizing income is the key to institutional survival, universities can hardly be blamed for concentrating their efforts on what brings in the money—even if it does mean cutting out kinds of provision that are an important element in broader educational policies.

Russian cuts go too deep

that it is true that student demand for Russian studies has diminished since the 1960s and that consequently some rationalization is certainly justified it is not at all clear that major surgery of this order will be in the nation's long-term interests.

If it is accepted that the higher education system should meet broadly-based long-term needs,

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Income is the key to institutional survival, universities can hardly be blamed for concentrating their efforts on what brings in the money—even if this does mean cutting out kinds of provision that are an important element in broader educational policies.